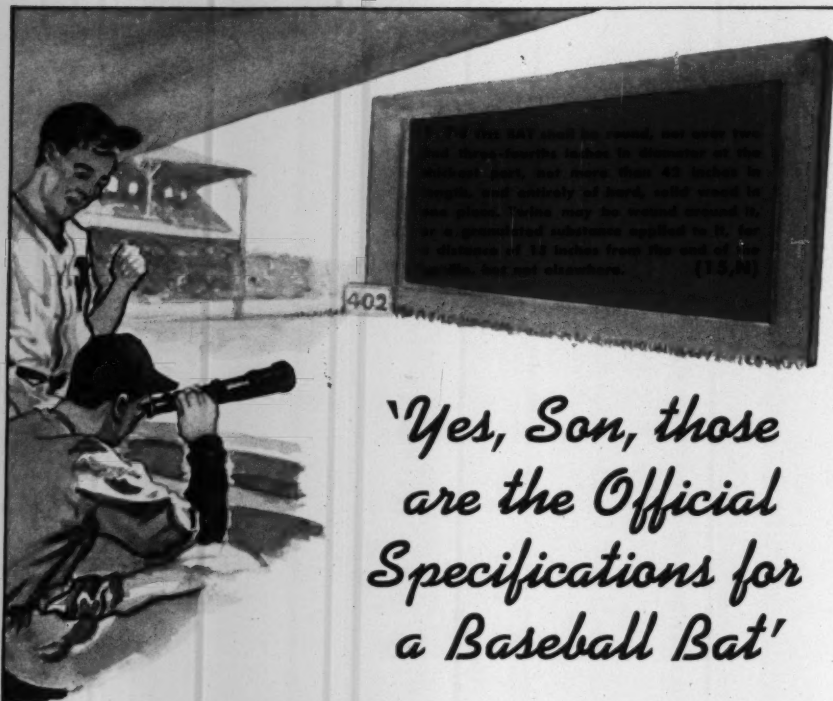


SCHOLASTIC COACH

APRIL 1961





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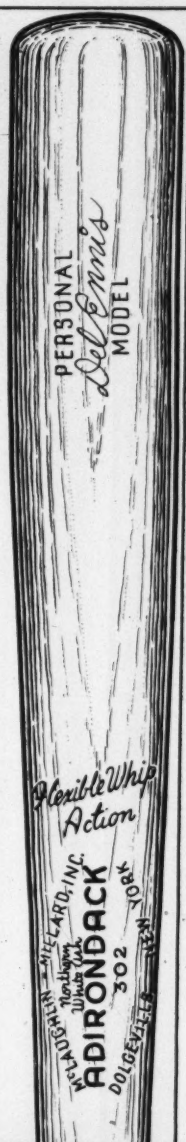
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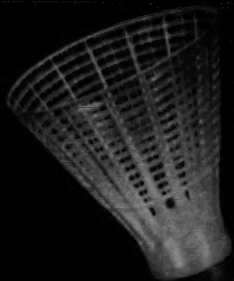


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IN THIS ISSUE

HERE BELOW (<i>Phog Allen Strikes Back!</i>)	5
BROAD JUMPING THE "WRIGHT" WAY by David L. Holmes	7
TEN SENSIBLE CONSIDERATIONS IN DISTANCE RUNNING by Ken Doherty	10
DICK PHILLIPS HIGH JUMPING (<i>Action Pictures</i>)	11
MUSIAL BATTING	12
A NEGLECTED BATTING FACTOR by A. T. Slater-Hammel	14
ACCIDENT INSURANCE PLANS by H. Max Murray	17
COMPETITIVE VOLLEYBALL DRILLS by William T. Odeneal	22
SWITCH EVENTS FOR TEAM BALANCE! by W. Harold O'Connor	26
BOXING ON THE SCHOOLBOY LEVEL by Keith W. Kerwin	28
NEW EQUIPMENT	32
DEMOCRATIC VALUES OF SPORTS by Lynn W. McCraw	34
SIMPLIFIED FOOTBALL FOR JUNIOR HIGH SCHOOLS by Lew J. Dunning	38
NEW BOOKS ON THE SPORT SHELF	42
THE RURAL SUMMER PLAYGROUND by Alexander F. Paul	44
COACHES' CORNER	54
COACHING SCHOOL DIRECTORY	56
NO MORE ROWDYISM FOR US! by the Trischool Council	60

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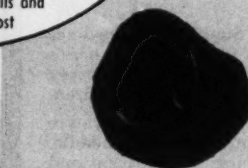
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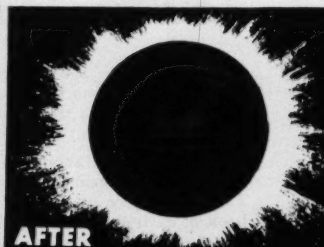
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Phog Allen strikes back!

SINCE excoiting on Phog Allen and his basketball team in our January *Here Below*, we've been carrying on a lively and luminous correspondence with him.

The noblest Kansan of them all writes a terrific letter, and we've been fascinated by the facts, figures, and forensics he's been shooting at us. Since every basketball coach is extremely interested in Phog's revolutionary practice of waiving all one-shot fouls, we'd like to relay some of his thoughts on it. And here they are, right from the Jayhawk's mouth:

I would like to compliment you on your editorial in the January issue of *Scholastic Coach*. Your comments on the Kansas basketball team were most interesting and fair—except for your observation on our practice of waiving one-shot fouls.

You claim that "While Kansas's practice of waiving fouls is certainly within the letters of the rules, it violates the spirit of the code and encourages defensive fouling."

I do not go along with you on this. In view of the weakness of the current foul rule, I stoutly maintain that a coach has a perfect right to waive a free throw any time he sees fit. And if he has a good team with an outstanding pivot man, it will pay him to waive his throws in the beginning as well as closing minutes of the game.

The unfairness of the foul rule makes such tactics logical. Why should a team that has been fouled face the loss of possession after a free throw? Can't a shrewd opponent, by adroit fouling, exploit the rule?

For example, I am convinced that some coaches are using a platoon system to capitalize on the rule. They teach their players to foul strategically, far enough away from the basket to invoke only one shot.

Some of these coaches alternate as many as three tall centers on the opponents' star pivot man. By clever substitution they assure an even distribution of fouls, so that the opposing star is continually hampered at small risk to the defense.

This is a clear-cut circumvention of

the code, and is one of the reasons why I favor a rule change. I would like to see the offended team maintain possession whether the free throw is made or missed. That would definitely put a crimp into fouling tactics.

Until this or a similar rule is enacted, however, I believe a coach is entitled to protect himself by waiving fouls whenever he chooses.

The statistics prove that a good team with an outstanding pivot man can make this practice pay. I am enclosing a batch of data compiled by our student manager and a corps of 12 auditors and checkers.

The figures show that in its first 13 games, Kansas cashed in on 37% of the goal attempts emanating from waived free throws. To have accumulated the same number of points by taking the free throws, Kansas would have had to amass a 73% foul-shooting average.

This becomes particularly significant when you remember that the collegiate free-throwing record is 70.8% and that Kansas's average is 58%. In other words, we're about 15% better off every time we waive a foul!

Perhaps the reduction of this theory to basic specifics may better help you to understand it. Let us suppose you coach a good team with an outstanding pivot man. Your team can average 65% of its free throws and 40% of its tries from the floor.

Now let us suppose your team is awarded 30 free throws during a game. By converting 65% of them, you wind up with 19.5 points. But by taking the ball out of bounds these 30 times and converting 40% of your field tries, you will wind up with 24 points. (Actually, however, you'll probably score a little less since you can't expect to get off a shot every time.)

Two more deeply trenchant points are pertinent here:

1. Whenever you convert a foul try, the opponents gain possession of the ball. That means you're going to give the opponents outright possession 19.5 times.

2. Whenever you waive a foul, you retain possession. While scoring your 24 points (40% of 30 tries), you are

withholding the ball from the opponents. In our first Kansas State game, for example, we were able to hold on to the ball 5 min. and 45 sec. longer by waiving our fouls.

In closing I would like to add that I'm not firmly addicted to the practice of waiving all free throws. Against Kentucky, for instance, we didn't waive a single foul. The boys seemed emotionally upset at the start, and we hoped that the 10-second intervals for each free throw would enable them to regain their poise.

THE LAST WORD

JUST one more stray thought on the basketball scandals: If, as many of our sociologically minded columnists maintain, the colleges begin the corruptive process by luring the boys with whopping scholarship offers, and if the corruptive process is accentuated by the "big money" atmosphere in which many of the games are played, and if the poor "home environment" of many of the boys weakens their resistance to bribery offers, then . . .

Why hasn't there ever been even the breath of a scandal connected with college football which, for scholarship inducements and "big money" atmosphere, puts college basketball in the penny-ante class?

Another thing: Whatever happened to those high-pressure promoters who've been sniping at our high school associations for observing such "stringent, narrow-minded, and unrealistic policies" as:

1. The limitation of intersectional games except by special permission and under approved supervision.

2. The limitation of prizes and awards by outside agencies.

3. The restriction upon the number of games played.

If our high school groups needed any vindication for their intelligent outlook upon sports life, the recent big-time scandals certainly provided it.

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By **DAVID L. HOLMES**
Track Coach, Wayne University

Broad Jumping the "Wright" Way

LORENZO WRIGHT, of Wayne U., was one of the two or three greatest collegiate broad jumpers since Jesse Owens. A consistent 25' jumper, he officially hit 25-11 and once went well over 26-6 only to have the leap nullified by the slightest of fouls.

He was the ideal type of athlete, a coach's delight. I don't believe he missed a day's practice in the four years I had him. He had ability, enthusiasm, confidence, a terrific competitive drive—and he stayed eligible!

When Lorenzo hit his 25-11 mark, he was consistently doing the 100 in 9.7, the 220 in 21, and the 220 low hurdles in 23.1 and .2. Oddly enough, he was not fast off his marks. Despite all our efforts to improve his start, this skill always eluded him. Remember this when I mention his run ~~is~~ the takeoff.

Wright weighed about 155 to 160 pounds, and was blessed with a very high degree of coordination. His legs were splendidly developed and could stand hard work, and his feet, arches, etc., were all that could be desired. So here was a fast, agile, splendidly coordinated, hard-working youth ready to make himself felt in intercollegiate competition.

And he did. On several occasions he jumped well over 26', except for the slightest of fouls (mere spike-marks) at the takeoff. One of his jumps in the final Olympic tryouts at Dyche Stadium was near the 26-6 mark, and another of his just-foul leaps at Los Angeles was well over even that mark.

Besides his official mark of 25-11, he had many jumps of over 25', and seldom leaped less than 24 outdoors before incurring his ruinous bruised heel in the opening meet of his jun-

ior year. The old saying, "Consistency, thou art a jewel," was meant for the likes of Lorenzo.

Now for a brief analysis of Wright's jumping effort. He was rather slow to get underway—didn't reach his maximum speed, I found, till out about 40 yards. By way of compensation, I started working him on a long run to the takeoff board.

We finally found that a total run of from 130 to 139 feet—the latter when jumping against a wind or off a soft runway, etc.—got results. He had two down-the-runway check-marks, the first one out just over 100 feet, the last one just about 61 feet.

DEPENDS ON INDIVIDUAL

Though a long run is supposed to invite inaccuracy, I feel that this depends largely upon the individual. Some lads are uncanny in the exactness of their stride—and some are exactly the opposite. We've all had good jumpers who one day would take off on the right foot and the next day on the left, never knowing just where their jumping foot was going to be for the take-off.

I had a chap once who, I believe, could have jumped over the moon had he ever been able to come within a half-block of the takeoff board. I finally made a high-jumper out of him, and he reached the 6-5 mark—since he could get a pretty regular stride for the few yards required in this event.

Personally, I have found the biggest bugbear of the long run to be the extremely short runways on the great majority of fields. For example, the runway in the Los

Angeles Coliseum "ends" up against an iron-railing enclosure—and those who saw Wright and Steele jump there observed that both of them started far back at the side of this enclosure, ran around it, then turned into the runway and on to the pit!

This is a tough handicap. It makes an even stride and a smooth run exceptionally difficult. On many fields, Wright had to run around vaulting pits, due to the fact that many are laid out with the broad-jump and the vaulting runways "in a line." This ordinarily gives the broad-jumper about 90' — good enough for 23' or so for a chap like Wright.

Anyhow, we had Wright employ a long run, gradually acquiring terrific momentum, then coasting his last three strides, which, though completely relaxed, with the "clutch out," were negotiated at a 10-second clip. He could hit his check-marks with his eyes shut; and invariably, if the runway was good, his spikes got "timber" every time.

His "preparation" for the catapult into the air was very obvious to onlookers. His "throw out the clutch" and his "gather" in those last three strides were good to see. He really prepared for a jump!

Which reminds me of something every beginning jumper might well hear. A very fine jumper—one with a national reputation—was trying for the Olympic team at the final tryouts. He had not been jumping well, not within a good many inches of his best mark of previous years. He was there without his coach, so he sort of adopted me, as he was a great friend of one of my boys.

Be that as it may, he asked me if I could suggest anything—if I could see why he couldn't get back to his



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old form. Just why he was not getting more dirt was obvious, but coaches are not prone to tell another coach's boy about his (the boy's) faults. But this lad was alone and wanted my opinion.

Well, we had watched him fighting like fury right up to the takeoff, racing as hard as he could go, working frantically for more speed right into the takeoff board. Our suggestion was that he lengthen his run a bit, gain full speed some yards before he got to the takeoff, then coast into the board in preparation for the leap.

He worked on this, got it down pat that afternoon—and made the Olympic team, raising his best mark of that season by nearly a foot, I believe.

Every coach knows that this is one of the worst faults a jumper can have—fighting the dirt for speed all the way to the board. And any coach would have seen that this young man had forgotten what his coach had taught him—which is exactly what he said. He simply didn't realize he was not coasting into the board but was just racing the runway full-blast!

I relate this only to be of help to some jumpers who feel they dare not relax those last few strides in preparation for that leap up and out. They just must!

The actual mechanics of Wright's jump are graphically portrayed in

EXCLUSIVE SCHOLASTIC COACH PHOTOS

the accompanying progressive action sequence, showing Lorenzo in actual competition at the 1949 Penn Relays.

Although the jump is fully analyzed in the caption block on page 12, several additional words pertaining to his takeoff and landing, are in order.

Since the runway at Penn was too soft for top-flight jumping, I had Wright approach the takeoff by running down the edge of the grass, then turning in. This wasn't exactly conducive to hitting the board exactly right. So he was short on this try.

This means he overstretched on his last stride in trying hard to reach the board. And this in turn, meant that his center of gravity was behind his takeoff foot, a fact which doesn't make for maximum distance. He simply couldn't have made a fine jump because he couldn't get up into the wild blue yonder enough to carry 25'.

The first picture was taken a bit too late to show this "reach" for the board, but his face reflects the strain.

Insofar as his landing is concerned, I emphasized (in the caption) that Wright bounced out of the pit rather than turned sidewise

to fall out at the side. I don't believe in the "twist landing." It always results in having one foot far behind the other; meaning, of course, the loss of many inches, as the back footprint is the one which is measured.

It seems absolutely unnecessary for a jumper to turn sidewise and fall outside the pit in order to avoid falling backward. I believe that any jumper can, by properly using his arms, get his body over the maximum leg-extension at landing. A jumper can ill-afford to give away several inches in an event where even a fraction of an inch can mean the difference between winning and losing.

Particular attention should also be paid to the position of the head and eyes in Picture No. 7. Many jumpers have a habit of lowering their heads too soon at this stage of the leap. Good jumpers do not look at the pit at this point—their thoughts are still on staying up in the air.

In conclusion, I would like to say that I was extremely happy to comply to Scholastic Coach's invitation to analyze Wright's jumping style.

I hope that this dissertation will not only help some aspiring jumpers to improve their form but at the same time will give them some inspiration to go ahead and do something which they may have thought impossible.

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13





ANALYSIS OF JUMPING FORM OF LORENZO WRIGHT

(In Competition at Penn Relays)

NO. 1: The first thing we note is that Wright did not "get timber"—he took off out of the dust. Note, however, that Wright's eyes are trained not on the pit but on the void into which he is about to hurl himself. The arms denote the start of the drive or lift, with the left leg already on its way.

NO. 2: Again note the upturned eyes and face, the chest starting to lift, the takeoff leg straightening on that drive into the air. Also note the knee-lift with the left leg. The dirt being thrown up by the spikes indicates the softness of the runway.

NO. 3: The left leg is now whipping forward and up and the right leg is being stretched to its limit in the takeoff effort, ready to flip up behind, then to be kicked forward. The head, eyes, chest are up. The left arm is ready to start its upward lift, while the right arm is down and will be brought up in the lift.

NO. 4 shows the cocking of the takeoff leg in preparation for the hard forward drive. The left arm is already on its way up with a tremendous full-length sweep for lifting strength, while the right arm is now ready to help in that lift. The chest is lifted higher and higher, the head going back in the effort. The left leg has been straightened in the down-kick against gravity and is swinging back to help in the propulsion of the body.

NO. 5 illustrates the lift of the arms, chest, etc., the forward lift of the right (takeoff) leg, with the back-kick of the left leg.

NO. 6 shows the zenith of the leap. Everything says "up and out" in good, plain sign-language. The right leg has been lifted high, the left kicked back hard and high, the arms stretching high overhead at the top of the lift. The arched back shows the extreme effort to maintain height.

NO. 7 illustrates the start of the decent. The takeoff leg is stretched out front and the left leg is already starting to whip forward for the landing. The arms also are sweeping forward overhead for balance and for the final drive to pay-dirt. Note that the head and eyes are still staying up.

NO. 8-9: The jumper is coming down now, with the left leg joining its mate for the two-point landing. Body inclination is now forward in anticipation of getting the center of gravity over the feet at the landing. The eyes are now picking out that handkerchief placed perhaps at the 25' mark.

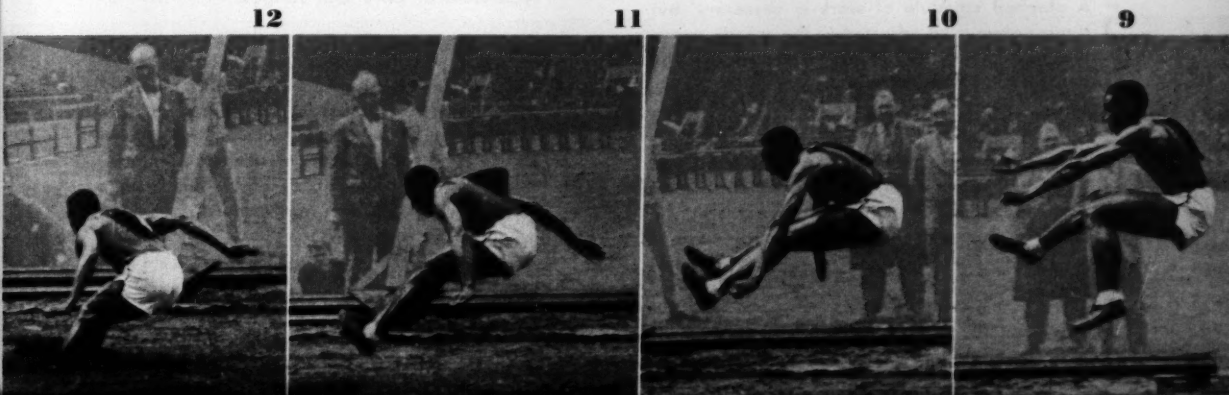
NO. 10: Note the maximum stretch of the legs. The arms are now starting that vicious down-and-back swing to help propel the body forward and to push the upper body forward to get the center of gravity over the feet at landing. Note that the feet are even.

NO. 11: Note the feet are parallel, so both will hit with the heels even, the legs outstretched, the body far forward.

NO. 12: The landing is made with knees flexed enough to insure a forward leap out of the pit. The upper body is well ahead of the feet, insuring against falling back.

NO. 13 shows the knees well bent in the start of the bounce out of the pit, with the arms ready to lend assistance.

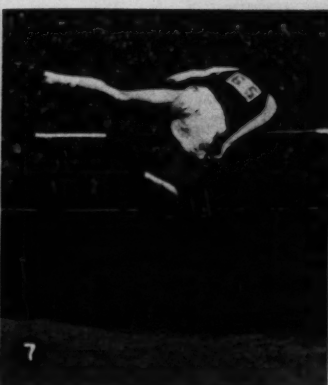
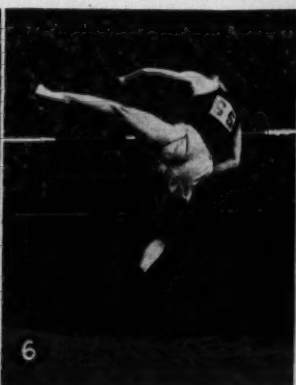
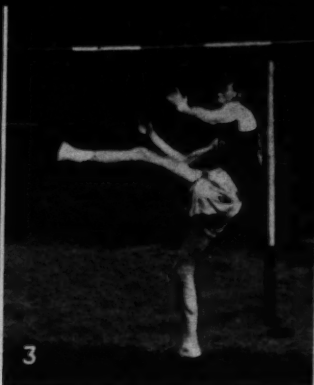
NOS. 14-16: The bounce out of the pit—yet the jumper has employed the fullest possible reach of both legs into those last precious inches. There has been no turning sideways to fall out at the side.



Ten Sensible Considerations in Distance Running

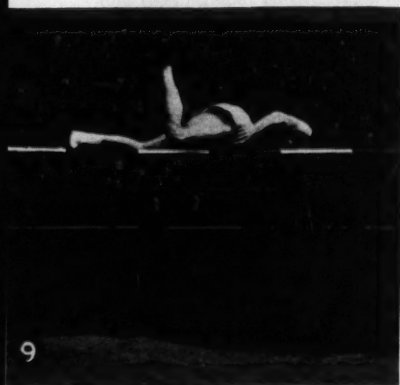
By KEN DOHERTY, Coach, University of Pennsylvania

- 1 Running, intelligently guided and gradually increased in distance and intensity over a period of months, is an invigorating, mentally wholesome, and organically sound activity which will build up the boy.
- 2 Running is fun so long as the athlete feels his surroundings are pleasant; his companions, likable; his incentives, meaningful; and his day-to-day tasks, achievable.
- 3 All running is training for competitive racing, whether done in the morning on the way to school or in the afternoon on the track; whether a coach and a stopwatch are present or the trees along the path are the only onlookers.
- 4 Highest achievement in competitive running, however, comes only through *right* practice with careful attention to such factors as endurance, speed, pace, racing tactics, and belief in oneself.
- 5 A planned schedule of work is necessary, but it must always be adjusted to the specific needs and attitudes of the individual runner and the particular practice conditions.
- 6 Group running is essential to both team and individual success, but it is most effective when each individual is given additional work in terms of his own needs. The usual warmup and workout plan should be expanded to include: (a) general group work consisting of all kinds of running for fun, 30 minutes; (b) repeated work for each individual in terms of pace, endurance, speed, and confidence, 20 minutes; and (3) restful, cooling-off group jogging, 10 minutes.
- 7 A succession of repeated speed runs from 50 to 440 yards each in length, interspersed with restful jogs or walks, is the best endurance workout yet devised for distance running.
- 8 Feeling tired is not being tired, and one of the essentials of good running is the development of callousness towards the feelings of fatigue, so that only physical necessity will bring about a slowing of pace.
- 9 Running at even pace is essential to achieving the best time, but most of the gold medals go to those who have learned to stay well up in the pack and who are always able to sprint regardless of pace and fatigue.
- 10 The process of getting in shape is more a mental than a physical problem; only that man is in shape who is intelligent about pace and racing tactics, who can keep his mind alert no matter how tired he may feel, and who has a calm certainty that he can and will do his best whether the race is won or lost.



Dick Phillips-Brown U. • 6'7"

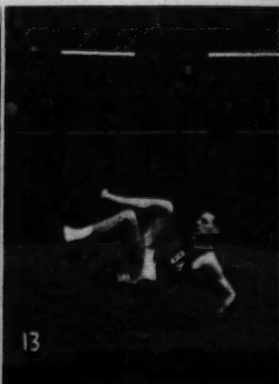
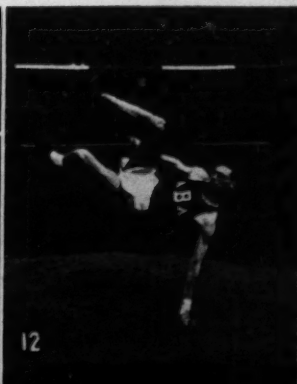
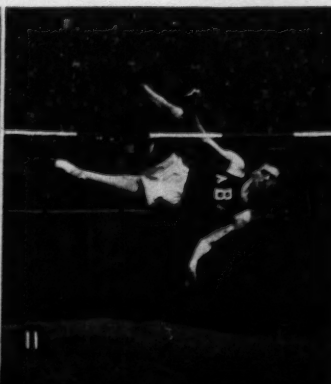
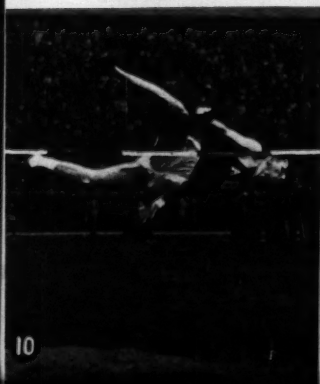
The 1949 NCAA champion demonstrates the belly roll jump under actual competitive conditions. He approaches from the right, takes off with the left leg, and pulls the trailing leg up while laying out over the bar. Note that the head is not lifted during the pulling action. Such lift would force the midsection into the bar. Phillips' landing is a beauty.



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Musial Batting

ALTHOUGH Stan Musial's hitting isn't accorded the rapturous acclaim that is lavished on Ted Williams' and Joe DiMaggio's batting, Musial's record pleads for equality.

In his eight years in the big time, the Donora, Pa., Cardinal has compiled a batting average of .346. He has led the National League in batting four times, in hits five times, in doubles five times, and in triples four times! Little more could be asked of mortal batter.

Like Williams and DiMaggio, Musial owns a distinctive batting style. As illustrated in these specially posed pictures (taken by Ethan Allen, Yale baseball coach), Musial assumes a crouched position with his feet fairly close together and the weight mostly on the rear foot. He keeps his tail out, knees slightly bent, and watches the pitcher from over his front (right) shoulder.

The bent knees and the crouch give Musial the appearance of a coiled spring, exaggerating the shoulder he turns towards the pitcher. As a famous scout once remarked, "The guy hits at you from around the corner."

As the pitcher delivers the ball, Musial takes a definite step forward, opening up the front toe to allow for a free hip pivot. This may be noticed in the top pictures on the facing page.

He does not straighten up, as many other crouchers do. He swings right from the crouch. The fact is clearly evidenced by his extended tail and knee flexion in pictures 2-5. The secret of Musial's power lies in the whiplike manner in which he uncoils. He brings his entire body power behind the bat, pivoting fully with the hips and really lashing the bat with a terrific wrist action.

Though his arms are kept close to the body in the starting stance they come out once the swing is started. You can clearly see this in the front

view on the left. Note how the front (right) arm is fairly straight and away from the body and how the rear (left) arm is also away from the body with the elbow pointing towards the ground. This is a basic fundamental in hitting. To promote a free, full swing, the arms must be kept away from the body.

The ball is met just in front of the plate off a fairly stiff front leg, with the back foot up on the toe. Motion picture studies of every good hitter are identical in this respect.

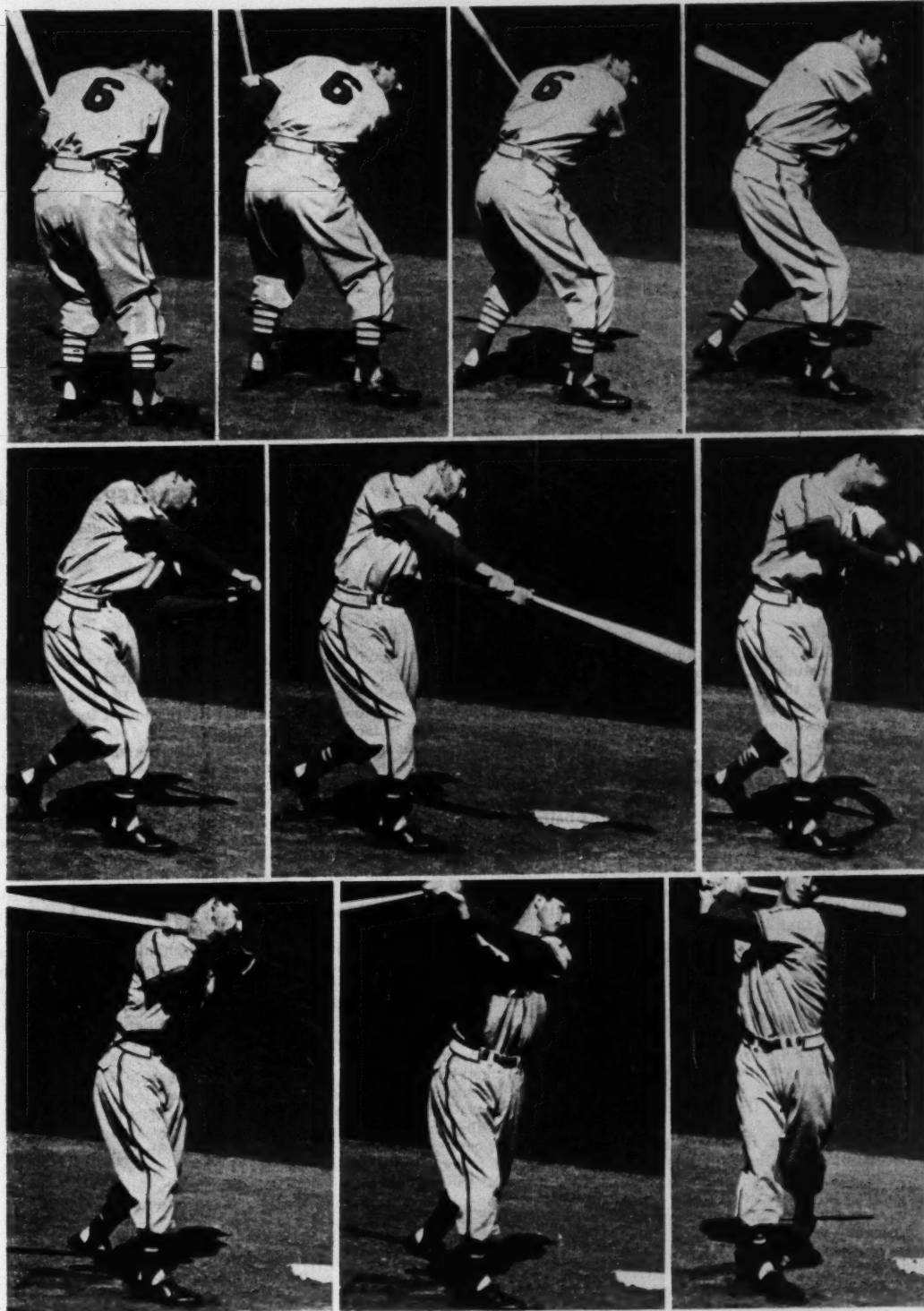
The wrists turn over soon after contact is established (last picture in middle strip on facing page) and bring the bat over the opposite shoulder. The full, easy, natural follow through is very reminiscent of the follow through in golf.

Now go back and follow Musial's head in these pictures. Note that it never moves. It serves as a sort of fulcrum for the swing. The eyes stayed glued to the ball from beginning to end.

Note particularly the center strip on the facing page. Look at that man's eyes! Not for an instant do they ever leave the contact spot. Even after the wrists have broken, Musial keeps his eye right on that point of contact. This may also be discerned in the last picture on the left.

The moral is plain. You can't hit what you can't see, so keep your head steady and your eyes on that ball up until it actually leaves the bat.

Judging by the arc described by his bat in both these sequences, Musial seems to come up and into the ball. This may be attributed to the fact that he is batting out of a crouch. Whatever the reason, it can hardly be faulted. The swing itself is a thing of beauty, with every ounce of power flowing smoothly behind the bat and coming to a smashing climax at the point of contact.





Look Magazine

A Neglected Batting Factor

By A. T. SLATER-HAMMEL

School of Physical Ed., Indiana U.

IN TEACHING batting fundamentals to our students, we constantly emphasize the importance of keeping the eye on the ball until it is hit or passes home plate.

The reasons for this are twofold. First, we believe that turning the head changes the line of swing and thus greatly increases the chances of missing the ball. Second, we feel that unless the pitch is watched up to the instant of impact, a batter won't be able to adjust to any sudden changes in the ball's direction of flight.

Our belief that turning the head will change the line of arm swing is given indirect support by a number of experimental studies. These studies indicate that even a very simple sort of movement involves widespread muscle action. This muscle action includes not only the muscles which produce the movement, but the shifts in the tension of other muscles throughout the body.

Consequently, it isn't unreasonable to conclude that turning the head while batting will have a bad effect on performance. In the successful execution of a batting swing, there must be both a precise pattern of muscular tensions throughout the body and a precise coordination of muscles directly involved in the swing. Shifts of tension to new muscle patterns caused by turning

the head may well interfere with the entire batting performance.

Our second reason for insisting that the batter keep his eye on the pitch rests upon the simple fact that all balls do not travel on a straight line. Some balls curve, some drop, and still others hop. It naturally follows that the batter must follow the ball up to the instant of impact. Unless this is done, it is difficult to see how he can adjust his swing to any sudden changes in the ball's flight.

While there can be no argument about the importance of following the ball during its flight, it would seem that we have generally neglected a closely related factor in the batting situation. This factor is that of batting reaction-time. And it raises the important question as to how late we can expect a batter to react to a pitched ball.

Generally speaking, it has been our feeling that a batter can adjust his swing just about up to the point of impact. It is commonly stated, for example, that a good batter delays his swing until the ball is within a few feet of the plate. This is supposed to enable him to observe and adjust to any sudden changes of direction during the ball's last few feet of flight.

That these "last few feet of flight" are probably much greater than is generally imagined is indicated by

a recent study undertaken in the experimental laboratory of the School of Health, Physical Education, and Recreation at Indiana University.

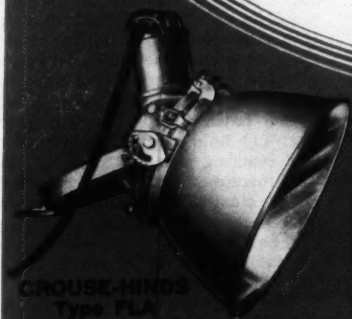
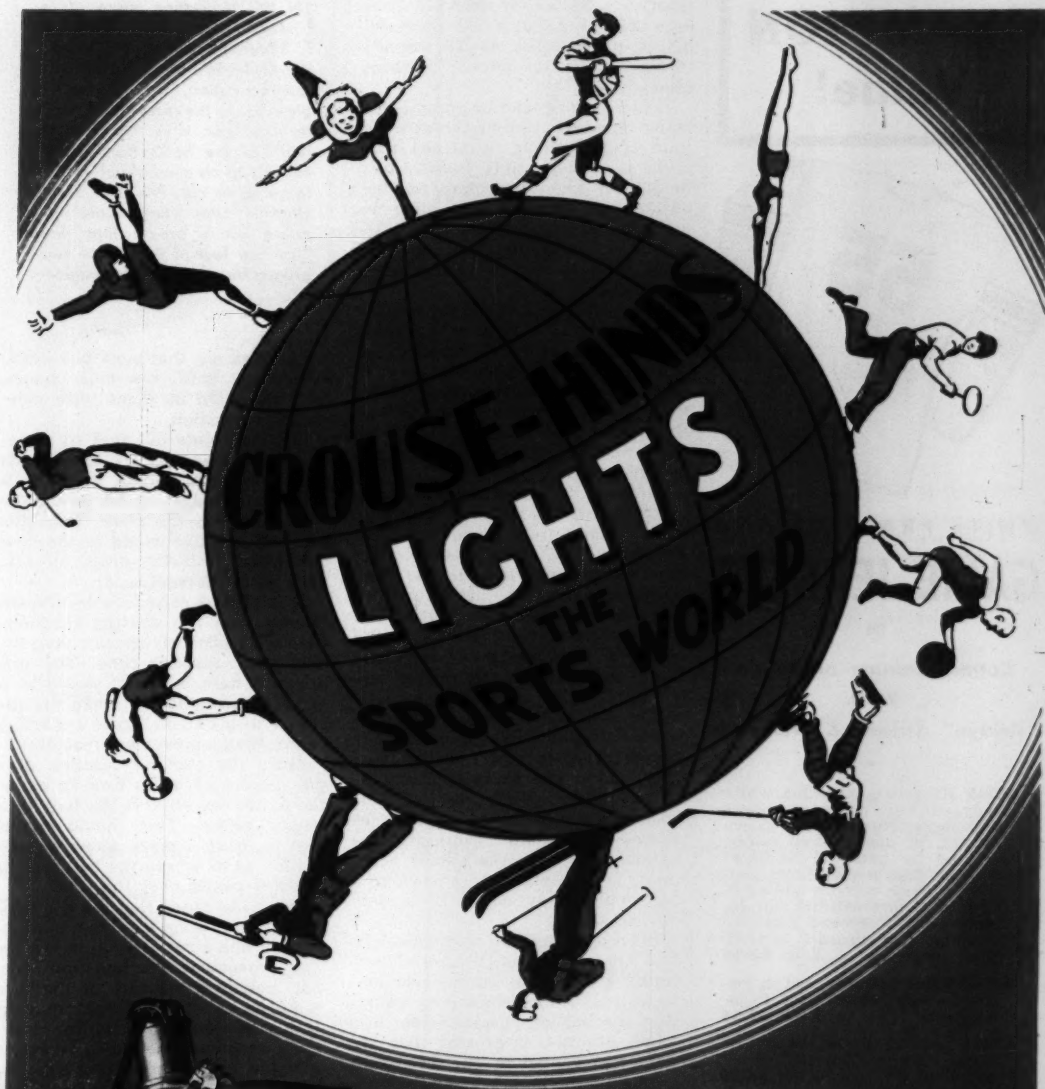
In this study, the batting reaction-time was measured under two experimental conditions. One condition, called the starting reaction-time, involved a measure of the speed with which a batter could start his bat moving forward upon presentation of a visual stimulus.

The second condition, called the movement reaction-time, involved a measure of the speed with which a batter could change the direction of a moving bat upon presentation of a visual stimulus. Since details of the apparatus and procedures have been described in an earlier publication,¹ they will not be reported here in detail.

Twenty-five male physical education majors of Indiana University were used as subjects. All subjects had had many years of baseball experience, and they could be considered as being better than average ball players. The following reaction-times were obtained:

Starting Reaction-Time .206 sec.
Movement Reaction-Time .269 sec.

From the magnitude of these reaction-times, it becomes evident that the ball must be farther away than the "last few feet of flight" for



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the batter to have sufficient time to react to it. Scott,² for example, cites data indicating that a fast overhand ball requires from .43-.58 seconds to travel from the pitcher to home plate.

If these figures can be accepted as being representative of the average time of ball flight, it means that a ball would have to be from 22 feet to 30 feet from the plate for the batter to have sufficient time to make a starting reaction. A movement reaction would require the ball to be from 28 feet to 38 feet from the plate.

These estimates, of course, assume that the ball travels at constant speed during its flight. Actually, air resistance would probably slow it down during the latter part of its flight, and it might be assumed that this would tend to shorten the distance necessary for a successful reaction-time.

However, at least two other factors suggest that the estimated distances should probably be increased. For one thing, the reaction-time measures do not include the time required to bring the bat forward to the position where the ball is hit. If these times were added to the obtained reaction-times, our estimates would have to be revised upward.

For another thing, the batting reaction-times discussed in this paper simply represent the possible minimal limits. The experimental conditions under which reaction-time was measured involved a simple reaction, and an actual game-situation undoubtedly involves choice reactions, i.e., a batter must react to a ball which may curve in or out, rise, or drop.

Since all comparative studies show that choice reaction-time is significantly greater than simple reaction-time, it isn't unreasonable to assume that the batting reaction-time in a game situation is greater than the values presented in our discussion.

Despite the numerous and yet unmeasured factors in a batting situation, the available data on batting reaction-time does increase our understanding of the demands placed upon a batter. In the light of our present knowledge, it would seem that a batter must obtain his information as to where a fast ball will pass the plate *before the ball reaches the midpoint of its flight*. The "last few feet of flight" simply would not allow sufficient time for a batter to react to any changes in the ball's direction of flight.

Although the distance required for a batter reaction would appear to place the batter in an almost hopeless situation, Dr. C. H. McCloy³

In this interesting piece of research, Associate Professor A. T. Slater-Hammel, of the Indiana University School of Health, Physical Education, and Recreation, gives lies to the theory that a batter can wait until "the last few feet" of the ball's flight before making up his mind about whether to swing or not. Professor Slater-Hammel cites experimental evidence which proves that these "last few feet of flight" are much greater than is generally imagined.

has pointed out that most fast-balls, curve-balls, and screw-balls change their direction of flight with constant acceleration.

He also points out that by carefully watching any of these balls during the first half of its flight, a batter can judge where it will be when it passes the plate. The difficult ball to judge would be the slow ball which probably drops too late for a batter to react to it.

It is also of considerable interest to note that the starting reaction-time is significantly shorter than the movement reaction-time. The implication here is that it would be a decided advantage to make the reaction to a ball in flight a starting rather than a movement reaction.

Since the starting reaction does not require as much time to make, the batter can observe the ball for a longer period. This should enable him to make a more accurate estimation as to where the ball will be when it passes over the plate.

It is to be noted that the reaction-time comparisons involve a stationary bat and a bat *already in motion*. The movement reaction-time does not include a measure of the time required to start the bat moving. If this time were included, the movement-reaction time would represent a value compounded of a starting reaction and a movement reaction.

The batting situations compared are: (1) holding the bat stationary and reacting to a ball in flight, and (2) reacting to the pitcher's wind-up by starting the bat forward and then making a movement reaction to the ball in flight to correct for any miscalculations or changes in the ball's direction of flight.

The available evidence would indicate that the former practice has distinct advantages.

¹Slater-Hammel, A. T. and Stumpner, R. L., "Batting Reaction Time," *Research Quarterly*, 21:4 (December, 1950), pp. 353-356.

²Scott, M. Gladys, *Analysis of Human Motion*, New York, E. S. Crofts and Company, 1945, pp. 144-145.

³Personal communication.

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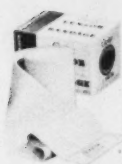
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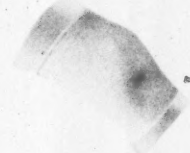
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Accident Benefit Plans

A survey of the various types of athletic injury insurance protection in the public high schools of the United States



WITH the coming of spring, every football coach begins thinking of the coming season. Schedules are arranged, equipment is ordered, and preparations for spring practice (where permitted) are begun.

While time still permits, the coach might also reconsider his plans for insuring the athletes. Accident protection has become an integral part of the high school program, and the wise coach will thoroughly investigate its possibilities.

Every man is interested in knowing how the program offered by his state compares in cost with those of other states—inasmuch as the benefits in most cases are roughly the same. Data gathered last spring from 47 states may assist you in evaluating your own benefit plan.

To secure the information on the present insurance programs throughout the country, the writer sent a brief questionnaire to the executive officers of the 48 state athletic associations.

Two figures were requested—the total number of public high schools in the state and the number of these covered by an insurance policy. Each man was also asked to send a copy of this policy.

Forty-seven states replied. Four of these—Louisiana, Maryland, Nevada, and North Carolina—asserted that they had no policies, while no answer was received from Florida. It was found that the states could be grouped according to the type of policy they offered, as follows:

(1) States operating non-profit benefit plans	15
(2) States covered by the New England Headmaster's Plan	6
(3) States operating regularly organized insurance companies by their associations	2
(4) States recommending participation through a commercial insurance company	20
Total	43

The dates of origin and the names

of the plans were recorded on a master sheet; while the benefits were recorded only by check under the headings, "medical," "hospital," "dental," and "x-ray."

The benefits were found to be roughly similar with a few exceptions. Emphasis was placed on cost. Considered were (a) cost per pupil for all sports, and (b) cost per pupil for all sports except football.

The accompanying tables present this data by state within each of the four groupings.

Group I, States Operating Non-Profit Benefit Plans. In this group there are 15 states. These operate on a non-contract basis with the schools or pupils. They offer payment of claims only to the limit of their capacity; that is, to the total amount of funds minus an allotment for operating expenses.

Through several years of experience, they have, in most instances, already determined the fees necessary to provide an income adequate to cover claims submitted. The benefits allowed may not cover the total costs of an injury, but they do materially assist the athlete and his family in meeting the expenses.

About 6,000 high schools are found in these 15 states, and of these roughly 60% have some type of non-profit state benefit plan coverage. Wisconsin, which originated this type of program in 1930, has 100% coverage, duplicated by Michigan and closely followed by Minnesota, which claims 97% coverage.

Costs per pupil, for the two sample types of coverage are quite similar throughout the group. For all sports, they range from \$1.50 to \$3; and for all sports except football, from 75¢ to \$1.25, the most frequent charge in the latter being \$1.

New York and California are the two notable exceptions having high-

er rates, as shown in Table I.

Three states use the "per sport" system of student rates. Kentucky rates are \$2 per player in football and 50¢ per player in each other sport, while in Oregon the rates per player are \$5.50 in football; \$5 in hockey, wrestling, and boxing; \$2 in basketball; and \$1.50 in each other sport. In West Virginia the only rate given was that for football, which was \$2 per player.

Group II, States Covered by the New England Headmasters' Plan. Nearly 800 high schools are found in the six New England states, and of these about 42% are covered by the Headmasters' benefit plan.

Rhode Island has the highest coverage, 82%, but note that this state has the smallest number of high schools of any in this group. All the others have coverage ranging between 36% and 47%, the highest of these being Vermont.

This Headmasters' Plan is in its fourteenth year of operation (1950-51). The costs per pupil of \$2.50 for all sports and \$1 for all sports except football, apply alike to all six states. An additional charge of 50¢ is made for hospitalization.

Group III, States Operating Regularly Organized Insurance Companies by Their Associations. Only two states, Iowa and Ohio, operate such companies through their athletic associations. Each of these states has a double contract arrangement whereby a Master Policy (Iowa) or Blanket Policy (Ohio) is written for the school and individual policies are written for the students. As in any regular insurance company's operation, claims must be paid in full according to the amounts specified in the contract.

Almost 2,000 schools are found in these two states; and of these approximately 65% are covered by the insurance protection. Iowa has about 92% of its schools enrolled. This service appears to be quite satisfactory, as the rates per student are comparatively high — \$4 for all sports and \$2.50 for all sports ex-

By H. MAX MURRAY

Coach, Lowell (Ore.) High School

Group I

State	Total Schls	No. Cvd	% Cvd	Date Started	Per Player All Spts	Cost X Ftbl
California	439	343	78	1939	\$7.00	\$3.00
Georgia	441	137	31	1936	3.00	1.00
Idaho	144	115	80	1939	3.00	1.00
Kentucky	492	186	38	1939	per sport	
Michigan	719	719	100	1940	2.00	1.00
Minnesota	483	468	97	1937	2.00	1.00
Mississippi	500	65	13	1944	1.50	1.00
Montana	198	120	61	1938	2.00	1.00
New York	701	438	62	1933	6.00	3.00
North Dakota	356	280	79	1948	ten plans	
Oregon	226	189	84	1947	per sport	
South Dakota	300	190	63	1939	1.50	.75
Utah	77	48	62	1941	1.50	.75
West Virginia	232	112	48	1947	per sport	
Wisconsin	450	450	100	1930	2.50	1.25
Total	6458	3860	60%		\$2.91	\$1.34

Group II

Connecticut	106	43	41	1937	\$2.50	\$1.00
Maine	210	88	42	1937	2.50	1.00
Massachusetts	259	102	39	1937	2.50	1.00
New Hampshire	92	33	36	1937	2.50	1.00
Rhode Island	33	27	82	1937	2.50	1.00
Vermont	83	39	47	1937	2.50	1.00
Total	783	332	42%		\$2.50	\$1.00

Group III

Iowa	868	795	92	1939	\$4.00	\$2.50
Ohio	1130	501	44	1947	3.50	1.25
Total	1998	1296	65%		\$3.75	\$1.87

Group IV

Alabama	341	165	48	1948	\$3.00	\$1.25
Arizona	68	68	100		3.75	1.50
Arkansas	487	150	31	1946	3.00	1.25
Colorado	242	242	100	1938	3.00	1.25
Delaware	38	19	50			
Illinois	778	700	90	1945	4.35	1.20
Indiana	808	510	63	1947	3.50	1.75
Kansas	650	570	88	1948	3.00	1.25
Missouri	715	189	26		3.50	1.75
Nebraska	530	375	71	1948	3.00	1.25
New Jersey	227	135	59	1948	4.00	1.75
New Mexico	115	29	25		special plan	
Oklahoma	681	175	26	1949	3.00	1.00
Pennsylvania	1060	450	42	1948	2.75	1.25
South Carolina	287	200	70		6.00	2.50
Tennessee	401	140	35	1948	3.00	1.25
Texas	1500	1000	67	1939	5.00	2.00
Virginia	400	60	15	1948	3.00	1.25
Washington	300	200	67	1947	4.00	1.75
Wyoming	82	40	47	1948	3.50	1.50
Total	9710	5417	56%		\$3.58	\$1.48

*An alternate plan is offered providing double benefits for double fees.

†Wisconsin also provides a Group Plan.

‡Two plans are offered. See text.

§Reply stated, "two private companies recommended."

||No copy of policy available.

cept football. Each of these rates includes a policy fee of 50¢.

The high percentage may also be attributed to the fact that it was originated in 1939, eight years before Ohio started its company. For similar benefits, Ohio charges \$3.50 for all sports and \$1.25 for all sports except football.

Group IV, *States Recommending Participation Through a Commercial Company*. This group includes 20 states, 11 of which patronize a commercial company in Denver, Colo.

Almost 10,000 schools are included in these 20 states. Of these, roughly 5,400, or 56%, are covered by commercial insurance. The range in costs per pupil for all sports is \$2.75 to \$4.35. The one exception is South Carolina's fee of \$6 for all sports.

The charge per pupil for all sports except football ranges from \$1 to \$1.75, again with the single exception of South Carolina (\$2.50). The most frequent charge in each group is \$3 for all sports and \$1.25 for all sports except football.

TABLE I

A detailed state-by-state breakdown of the survey, showing the number of states covered by insurance plans, when plans were started, and the cost per player.

Seven states within this group have some variation of the single-rate individual-contract policy. Arkansas covers its varsity squads by single contract and then considers all other players individually. The rates for these two types of contracts are: varsity, \$4.25 per player for all sports, \$1.75 per player for all sports except football; all other athletes, \$3 for all sports and \$1.25 for all sports except football.

Texas handles all its boys through squad contracts, each squad having an individual application with no names being listed. Premiums are paid according to a schedule which approximates a fee of \$5 per player on the varsity squad in football (including coverage for all other sports), and for the same coverage, \$3 per player on minor squads which do not compete with the varsity. For insurance in all sports except football, the fee is around \$2.

Four states—Indiana, Missouri, Pennsylvania, and New Jersey—offer the choice of two plans with the more expensive plan providing either increased or doubled benefits. In each instance, the fees and benefits of the cheaper plan appear to be in line with those of the other states. An entirely different plan presented in New Mexico covers the athlete throughout the entire calendar year and insures him against accidents

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A quick comparison of the four groups previously discussed can be gained from Table II, Part A. It is found that Group IV represents by far the largest of the four groups with a total of 20 states and 9,710 schools, of which 5,417 participate in the commercial insurance program.

Next in size is Group I which has 60% coverage, with 3,860 of its 6,458 schools covered by non-profit benefit programs.

The third group has the highest percentage coverage, 65%, but only two states fall within this classification.

The dates show that the first type of insurance offered was the non-profit benefit plan of Wisconsin in the first group (1930). The New England Headmasters' Plan was instituted in 1937, covering the six states in Group II.

Commercial companies did not enter the picture in any significant degree before 1938.

From then until 1945, no athletic association endorsed any one large commercial company and continued its relations with such company to the present, as far as these records show. However, in 1939 Iowa started its own insurance company on a commercial basis.

Since 1941, only four states have originated their own non-profit benefit plans, whereas during the same period at least 13 states have endorsed a commercial company for coverage of their athletes. It would appear, then, that the trend is toward commercial coverage for those states which formerly had no well-organized program.

Group III has the highest average costs per player for coverage of all sports and for all sports except football, \$3.75 and \$1.87, respectively.

These averages are for only two states, but the fact that protection on a commercial basis requires slightly higher fees is borne out by the average costs of Group IV, \$3.58 per player for all sports and \$1.48 for all sports except football.

The New England states have the lowest fees per player, just \$2.50 for all sports and \$1 for all sports except football.

If the four groups are reclassified on the basis of those offering first, non-profit or non-contract benefit plans, and second, profit or commercial contract insurance policies, there will be 21 states of the former type and 22 of the latter type. This division is shown in Part B of Table II.

Approximately one-third again as many schools are found in Groups III and IV as are recorded in Groups I and II. Almost the same ratio exists in the number of schools covered, as 58% and 57% coverage is found in the two divisions, I-II and III-IV, respectively.

The conclusion drawn from the costs as shown in Part A of the table is further strengthened by the deviation in costs as given in Part B; i.e., that the commercial companies tend to charge higher rates.

The totals here show that in the 43 states included in this survey there are 18,949 schools, 10,905 of which have some type of benefit or insurance coverage for their athletes. This is a coverage of 57%. The average costs per player are \$3.21 for all sports and \$1.38 for all sports except football.

Table II, Comparison of Data on State Accident Benefit Plans.

Group A									
Group No.	No. of States	Total Schls	No. Cvd	% Cvd	Span of Orig. Dates	Average Costs			
I	15	6458	3860	60	1930-1948	All Spts	X Ftbl	\$2.91	\$1.34 ^a
II	6	783	332	42	1937	2.50	1.00		
III	2	1998	1296	65	1939-1947	3.75	1.87		
IV	20	9710	5417	56	1938-1949	3.58	1.48 ^b		
Group B									
Group No.	No. of States	Total Schls	No. Cvd	% Cvd	Span of Orig. Dates	Average Costs			
I-II	21	7241	4192	58	1930-1948	All Spts	X Ftbl	2.76	1.22 ^a
III-IV	22	11708	6713	57	1938-1949	3.59	1.52 ^b		
Total	43	18949	10905	57		3.21	1.38		

^a The three "per sport" plans and the policy offering a choice of ten plans found in this group were not included when average costs were figured.

^b One "special plan" found in this group was not included when average costs were figured.

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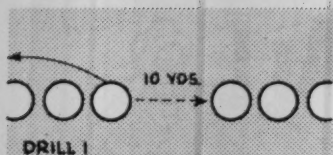


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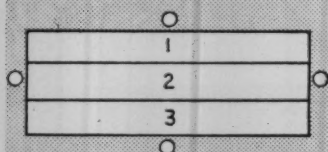
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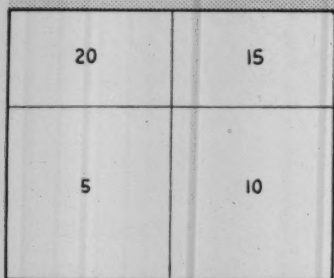
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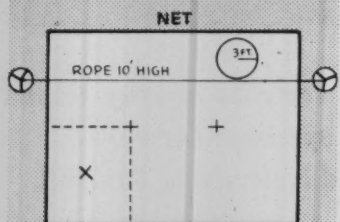
DRILL 1



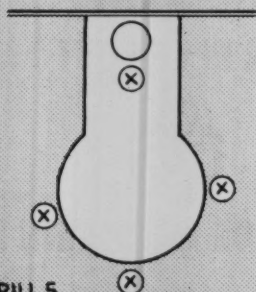
DRILL 2



DRILL 3



DRILL 4



DRILL 5

Competitive Volleyball Drills

By **WILLIAM T. ODENEAL**, Instructor, Florida State Univ.

DRILLS play an important role in the volleyball instructional program. In addition to offering a practical method of teaching the fundamentals, they stimulate interest, develop the essential neuromuscular coordination, and encourage team play.

The basic skills lend themselves well for drill patterns, and following is a progressive series of drills which may be fruitfully employed with all physical education classes.

Drill 1: The players line up in two facing lines 10 yards apart. The first player in one line serves the ball to the first man in the other line, then goes to the rear of his row. The opposing player catches the ball, serves it to the second man in the opposite line, turns, and goes to the rear of his line.

The spirit of competition may be incorporated by having the group see how many serves they can make within a certain time limit, or by having the groups serve until someone flubs a try.

Drill 2: A wall is marked as shown. While the dimensions depend on the size of the gym wall, the ideal area is 30' wide and 3' high with the bottom line about 7' from the floor.

The players stand 15' from the wall to start with, then move back to a maximum of 30' as their skill improves. The idea is to serve into areas 1, 2, or 3. Each man is given a specific number of tries, and his points are totaled. A competitive record is kept to show individual improvement.

The boys are paired up, so that while one boy is serving his partner is standing behind him and counting his score. The server may stand anywhere behind the service line.

Drill 3 shows one side of a volleyball court with chalk or tape markings separating it into four areas. One line is drawn across the court 20' back from the net, and another line is drawn down the middle of the court.

The areas are given values of 20, 15, 10, and 5 points, as shown. The boys are teamed up, with one partner serving over the net and the other retrieving the ball and keeping score.

This drill should be given early in the unit, and records should be kept to show the students' progress. Competitive drills of this nature are well-liked by the students, and they enjoy them almost as much as the game itself.

Drill 4: The court is marked off in chalk or tape, and a circle, 3' in radius, is inscribed 1' back from the net and 6' from the sideline. A light rope 10' high is tied to the wall or held by standards across the court, 10' back from the net.

The player stands in the left rear area. He tosses the ball up to himself and attempts to pass it over the rope so that it will land in the circle.

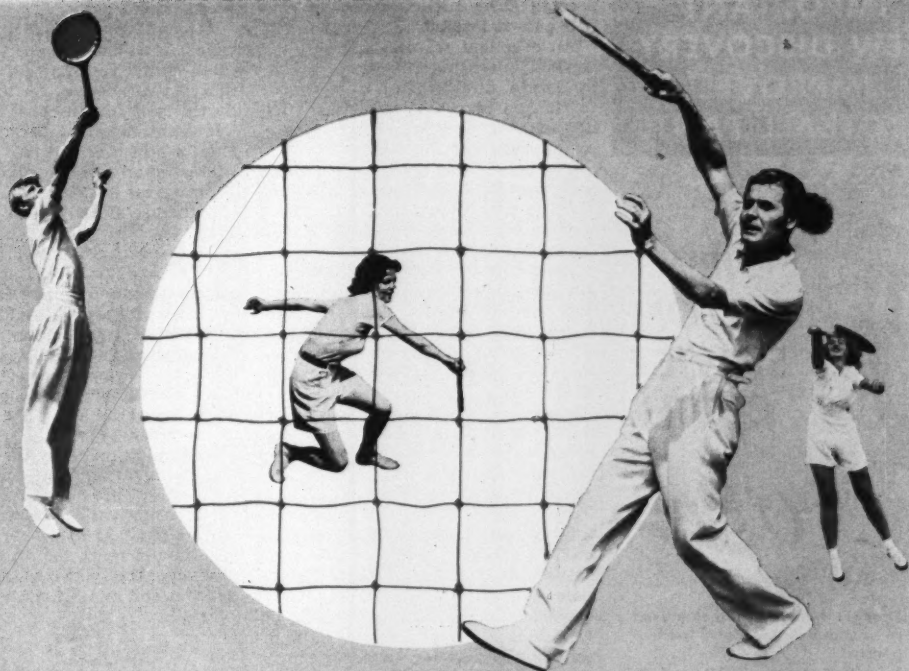
If the ball goes over the net or under the string, the player receives a 0 marking. If the ball goes over the string and does not land in the circle, yet is hit well enough to be "set up," it receives 1 point. Any ball landing within the circle is awarded 2 points.

This drill can be graduated in difficulty by first having someone toss the ball to the passer and then having someone serve the ball to him.

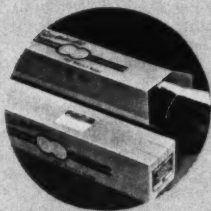
Drill 5 shows a player attempting to pass the ball into a basketball hoop. The players are divided into groups, with one boy standing underneath the basket and tossing the ball to each of the other players (at least 15' back from the backboard), who attempt to pass it into the hoop.

Competition may be stimulated by giving each boy a specific number of tries and then totaling his points. A ball that hits the rim but doesn't go in may count 2 points, while a ball that goes in without the help of the backboard may be awarded 3 points.

Another good drill for teaching
(Concluded on page 24)



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passing and developing agility is repeating Drill 1 except having the ball passed instead of served.

An excellent set-up drill may be worked out using the same layout as Drill 4, but with the rope raised to 12' and placed 4' back from the net, and with the circle drawn closer to the center of the court.

The player stands behind the rope and tosses the ball up to himself. He then tries to pass it over the rope so that it will land within the circle between the rope and the net.

As the player begins to improve, another player may pass the ball to him for the set-up. Later on, the ball may be served over the net and passed up to the set-up man, who then attempts to make the ball land in the circle.

If the ball goes over the net or passes under the rope, the boy receives no points. If the ball goes over the rope and does not land in the circle, yet can be played, the player earns 1 point. If the ball goes over the rope and lands in the circle, the boy is awarded 2 points.

Another drill for setting-up purposes is to let the player stand underneath and slightly to the side of a basketball hoop, toss the ball up to himself, and try to pass it into the hoop. The drill may be made more difficult by having the ball passed up to the player.

In spiking a player must hit a moving ball while he himself is up in the air. A good spiker, hence, must be highly coordinated, and any type of coordinating drill is helpful.

DRILL FOR HITTING BALL

Most of all the beginner must learn to hit the ball. A good drill for this purpose is to have the players come up to the net in single file, hold the ball in the left hand in front and over the head, and then hit the ball off the hand into the net. After a while, the boy may start tossing up the ball, and later on another player may toss it up for him.

Another good spiking drill may be worked out by lowering the net to about 5'. Without using a ball, let the players come up to the net in single file, jump up, and swing their arms. Next, have a player toss a ball about 9 or 10' into the air and 1' back from the net, and let the players come in and hit the ball into the opposite court.

This develops confidence in hitting the ball. The net should then be raised a foot and the procedure repeated. After the net has been gradually elevated to its regulation height, the ball should be set up for the spiker by another player. The next step is to have the ball served to the spiker, who passes it to the

set-up man, who, in turn, sets it up for the spiker.

Many players like to hit the ball against a wall, but since this wears a ball badly, you may prefer to put up a canvas sheet or let the players hit the ball into a cord net.

It should be remembered (and this goes for all activities) that a player's interest in an activity increases with the progress he makes in it. That's why the use of drills is so important in the teaching process. If the drills are well-prepared and administered, and the results tabulated and reported, they will make the classes far more interesting and thus produce better participation.

Volleyball is rapidly developing into a man's game because more and more instructors are beginning to learn the skills and play according to the rules.

In a study made by the writer, it was found that the fundamental techniques were one of the most important motivating factors in promoting the game. Therefore the basic skills must be practiced and practiced, then put into use in competition and exhibitions.

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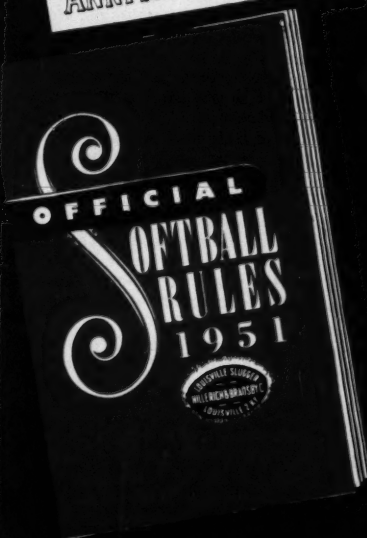
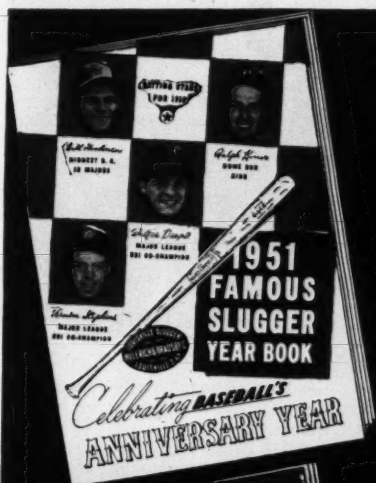
WITH the 1951 baseball season underway, Hillerich & Bradsbys annual baseball publication, *Famous Slugger Year Book*, is of unusual interest to fans and players throughout the nation.

This year's edition, as usual, is made up of 64 pages packed with baseball interest. Included are pictures of the past season's outstanding sluggers, records, hints on how to bat, and highlights of the 1950 season. Of special interest is an article entitled, "Power Hitting and Place Hitting" by Ralph Kiner, National League home run king.



Some time ago Hillerich & Bradsbys released its 1951 edition of *Official Softball Rules*, which also contains pictures and records of 1950's outstanding teams.

The two books may be obtained by checking the "Hillerich & Bradsbys" listing in the Master Coupon on page 63.



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LOUISVILLE SLUGGER BATS

For Baseball and Softball

Switch Events for Team Balance!

By W. HAROLD O'CONNOR

CONCORD (MASS.) HIGH SCHOOL



SOMETIME in every track coach's life he takes a look at one of his budding young stars and wonders whether he should move the boy up or down, change him from a track event to a field event or just leave him right where he is at the moment.

The answer to the question lies in another question, "How well is he doing where he is?" Yes, it would be nice to take a look at the boy's time or height or distance and say to oneself, "Let's play this hand pat." Often that may be the right thing to do, but many times there are complications.

First of all there arises the problem of team balance. Four fine quarter milers are mighty nice to have, but what good are their 9 points in a dual meet if your opponent comes right back at you with a sweep of the half mile?

So maybe the obvious isn't quite so obvious after all! There are 18 points available in those two events. Letting your quarter milers be quarter milers here means that you come up with a stalemate. You take 9 points in the 440, but your rivals take 9 back in the 880.

Now if you could drop two of those 440 men into the 880 and they came up with a 2nd and a 3rd you'd find a 12 to 6 point balance on your side of the ledger. Yes, the question of team balance can be an important consideration for a coach in deciding whether or not to move his boys to different events.

Let's assume you are a smart coach who has analyzed the opponent's strengths and weaknesses as well as your own, and realize your own deficiencies. You may say to yourself that you'd give a lot for a couple of decent half milers, but the meet is scheduled for next week. You figure that you can't possibly convert your boys into half milers in a week.

Don't be too sure. Take a look at some of the line-ups of the crack

college relay teams this past season. How many of those boys trained specifically for the 440 or 880? Some were milers, some were half milers, some were hurdlers, and some even were quarter milers.

It seems to me that the basic work you give as overdistance for any 440 man and the speed work you assign any half miler or miler, make them interchangeable to a certain degree.

When you give 660 workouts to your quarter milers, take a good look at their finishes. Note carefully the ones who carry through in good condition. File the information mentally or literally. There are your half milers for that important dual meet. Set up a program strong on overdistance work for those boys. Whether or not you tell the boys their status, think of them as your prospective half milers.

SURPLUS HURDLERS

If you have a surplus of good low hurdlers and your weakness lies in the 440, start pointing some of them for the quarter. A good speedy low hurdler is often a swell 440 man.

Even some of your surplus milers may be the answer to your prayer. Pick one of them who likes to get out in front with a fast first quarter to kill off the field. That boy may surprise you in a racing quarter, especially if he's a fellow with plenty of moxie.

Sometimes you look at one of your boys in a given event and you think to yourself: what a nice looking prospect he is . . . but for a different event. Your trouble lies in the fact that he is winning quite consistently at the distance he now runs. Something tells you that he has all the earmarks of a fine quarter miler, but he's sold on running the half.

It's tough to get a boy to change from an event in which he is winning. But if the boy has confidence in you as a coach, maybe all you

need do is suggest the change and he will follow your advice without question.

More often the boy, especially in high school, is reluctant to change. He knows he is winning that 880 and he's not so sure about that 440. Don't let that stop you. One thing you can do is to put him through a couple of wide open 220's. Then show him the watch and tell him what those 220's mean in terms of a topnotch 440.

Better still, select a dual meet in which you obviously have control of the points in the 880 and spot him in the 440, so he can test himself against a known good man, either his teammate or an opponent with class.

Most boys love to dream of breaking records. If you feel confident that your star will be close to the record in the new event, by all means make the shift as soon as the opportunity comes.

If your schedule is filled with important dual meets, your problem is different from that of the coach who must plan for several big meets. A good dual meet team is not necessarily a good title meet team. The first must be a team with spread and balance; the second can be a team with just three or four stars.

For a fine example of the latter, you need not look beyond Boston Trade School, the 1951 national indoor champions. A team of three boys gave them the national title. Myles in the dash, Bruce in the high jump, and Smith in the 1000 were the school's only entries. A few years ago Concord High went up to Bowdoin with two stars, McKenna and Ambrose, and won the meet on their performance.

There's no doubt about it, your big boys can win your big meets. But your placing of fair runners can give you a nice dual meet season. You need to decide what your schedule (Concluded on page 62)

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Cliff Wells

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Boxing on the Schoolboy Level

When properly supervised and administered, boxing offers a safe, economical, and spirited means of developing the body mechanism

BOXING is a varied, sustained, and vigorous sport. Perhaps the most exacting of all physical activities, it requires the simultaneous interaction of physical, mental, and emotional faculties. For this reason, it lends itself admirably to the high school program; that is, when properly supervised and administered.

Unfortunately, the sorry state of the professional "game" has cast a shadow over the sport. Most people are convinced that boxing is extremely dangerous. On the professional level, it undoubtedly is. On the school level, it most certainly isn't.

When properly conducted, boxing is one of the safest activities in the high school program. A recent survey at San Jose State College, where more than 1200 students participate in boxing classes, showed that boxing rated seventh in injury incidence.

This survey was made before the nationwide adoption of protective headgear for college boxers. Hence, a follow-up survey might well reveal that boxing now ranks with such non-contact sports as tennis and golf in per-participant injuries.

LEADERSHIP AND FACILITIES

The first essential in any boxing program is sound leadership. This does not mean that the coach must be an expert boxer. Anybody with a solid knowledge of the fundamentals can teach them to the boys.

But the coach must be able to establish a strong and friendly bond of respect between himself and the students. This is more or less true in every sport, but it is absolutely essential in boxing, where discipline and obedience are "musts."

In contrast to many other sports, boxing requires very little in the way of facilities and equipment. A regulation ring is a great help, of course, but a good program can be conducted without one. The use of regular tumbling mats laid out in a

large square, will suffice quite nicely. San Luis Obispo (Calif.) H.S. used such a makeshift affair successfully for years.

The minimum facilities and equipment needed for a high school boxing program include:

1. A large, well-lighted, well-ventilated room.
2. A ring or square of padded mats.
3. A skipping rope for every student.
4. Two sets of 12-ounce boxing gloves.
5. A headgear for every set of boxing gloves.
6. One heavy bag.
7. One pair of heavy-bag gloves.
8. A first-aid kit.

PHYSICAL CONDITIONING

Good physical conditioning cannot be stressed enough. It is the fundamental principle of boxing, and must precede any actual contact exercise. Proper conditioning should be discussed at the very first meeting of the class, and certain exercises demonstrated and explained.

These exercises should include sit-ups, neck bridging, running in position, rope skipping, bag punching, and shadow boxing. The entire first week might well be spent on physical conditioning, and thereafter at least 20 minutes out of the hour should be allocated to the exercise period.

Such exercises as sit-ups, neck bridging, push-ups, and running in position are probably familiar to most coaches. But rope skipping, bag punching, and shadow boxing are activities peculiar to boxing.

Rope skipping, when properly done, develops coordination and speed as well as muscle. For best results, the rope should be held

about four inches from the body at waist height. While the hands should inscribe a small circle, the arms should be kept still. It is a sort of springing action from the toes with the knees kept stiff.

Bag punching should be carefully controlled. The student should not be allowed to play at this exercise or to exercise half-heartedly. He should imagine that the punching bag is an actual opponent, and he should move about it on his toes with his hands held high as if he were actually in the ring.

It should be remembered that the primary purpose of bag punching is to develop speed and accuracy in hitting. The student should never be allowed to stand flatfooted and "slug" the bag. This kind of exercise does very little good, and is liable to result in a broken wrist or thumb.

Shadow boxing is probably the most difficult of all boxing exercises. The student should imagine that he is facing an actual opponent and should duck, weave, and hit rapidly as he actually would in the ring. It should be done by rounds—boxing for a minute, resting for a minute.

The instructor must be careful not to allow any student to over-work, particularly during the first two or three weeks of the season. A student should never exercise to the point of exhaustion. He should leave the gym feeling that he could have gone "one more round." An hour is generally ample time for a complete workout.

BOXING SKILLS

While the high school boxing coach can hardly be expected to turn out a finished boxer, he can teach a few elementary skills thoroughly. These skills are straight hitting, footwork, fundamental position, and fundamental blows.

The fundamental position is simply the position most favorable to successful boxing. It allows relaxa-

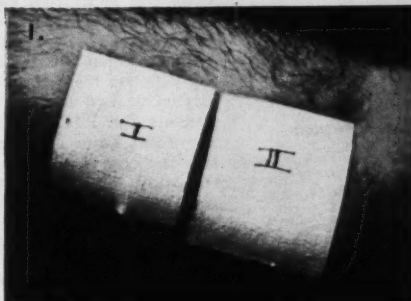
By KEITH W. KERWIN
San Jose State College

CLINICAL PROOF!

These photographs were taken during clinical tests

1. At start of test—Application of two types of tape to normal skin of forearm. I—Seamless Pro-Cap Athletic Tape. II—Ordinary Athletic Tape.

2. After 48-hour application—Tape removed after 48-hour application on same individual. Practically no reaction from Seamless Pro-Cap; severe reaction from ordinary athletic tape.



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tion, yet insures balance and the readiness to move quickly in any direction.

In this correct stance, the feet are always directly under the body, a medium step apart. The left foot is turned in at about a 40° angle, while the right foot points nearly straight ahead. Both knees are bent slightly.

The left hand is extended about eight inches from the shoulder and carried at eye level. The left arm protects the left side of the body. The right hand is carried just beside the chin with the arm close to the body. The chin is pointed forward and held down close to the chest.

VALUE OF STRAIGHT HITTING

Straight hitting should be stressed, for a straight blow will beat a hook to the mark every time. Hitting does not mean pushing or punching with the arms, it is a combination of body movement and arm snap.

For maximum power in hitting, the body should begin its pivot slightly before the arm begins to extend and should continue its pivot until the blow has reached its mark. A boxer should always punch "through" his target, not at it.

The fundamental blows are the left jab and the straight right. The left jab is the boxer's most useful tool, being both an offensive and a defensive weapon. Although it isn't used nearly as much as it should be, the jab can also be a powerful blow. It can be a jarring, battering blow that strikes quickly and does not leave the jabber open to a counter attack.

The left jab is an easily learned blow. It merely consists of a slight turn of the body to the right with a simultaneous extension (snap) of the left arm.

The straight right is the boxer's big gun. Delivered with the entire weight of the body behind it, it is a finishing blow. It should be used sparingly, however, because it exposes the body to a counter attack. For this reason, it is seldom used as a lead blow.

The straight right is also an easily learned blow. It requires a quick twist of the body to the left and a simultaneous shifting of the weight to the left foot in conjunction with an extension of the right arm.

Footwork is a combination of movement and balance. The boxer should never stand still in the ring; inactivity will make him an ideal target for his opponent. Neither, however, should he move about in

a manner that causes him to lose his balance. The boxer should practice coordinating body and foot movement with arm and hand movement.

An important thing to remember is never to cross the legs. A shuffling action is essential. If moving right, then the right foot should move first. And if moving left, the left foot should move first.

There are several things which the boxing coach should never permit. They are:

1. Boxing out of the ring or off the mats provided for that purpose.
2. Horse-play.
3. Punching the bag without proper gloves.
4. Boxing in the absence of the instructor.
5. Boxing when exhausted.
6. Swinging the boxing gloves against a punching bag or wall.
7. Boxing without sufficient warming-up exercises.
8. Grudge matches.
9. Contests between unevenly matched opponents.
10. Continuation of any practice or exhibition match in which one of the boys is hurt.

TEAM COMPETITION

If, as is often the case, your school is the only one in the immediate area with a boxing program, then inter-school competition must be replaced with another form of activity.

One program which has proven quite successful is the intra-squad exhibition program. Intra-squad exhibitions can be put on before student body assemblies, student clubs, and civic organizations.

In an exhibition program of this type, the instructor should always act as the referee. This is important. The instructor is familiar with the participants and is more qualified than anyone else to know when to stop a bout to prevent possible injuries. The instructor, when the third man in the ring, will also give the boys more confidence and a deeper sense of security.

The timekeeper for such exhibitions must be a dependable person who will cooperate fully with the instructor. It might be necessary sometimes to cut a round short because of the physical condition of the students, and the timekeeper should watch for such a signal from the instructor.

No decisions should be announced in an exhibition program, and the audience should be told beforehand that the matches will be no-decision, exhibition bouts.

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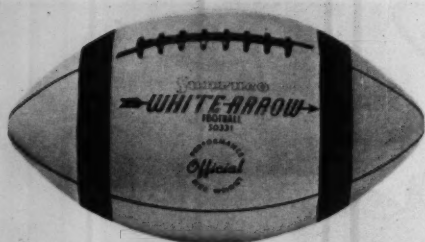
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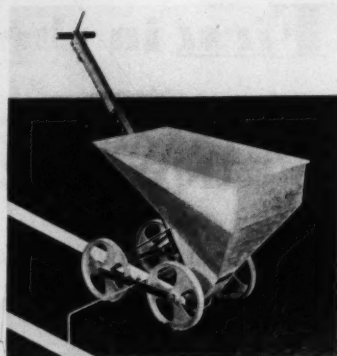
As a service to its readers, Scholastic Coach offers this periodic round-up of new sports equipment items. For further information write to: Scholastic Coach, New Equipment Department, 351 Fourth Ave., New York 10, N. Y.



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● **TENNIS OXFORDS.** The Bristol Mfg. Corp.'s streamlined tennis shoes come in two styles — the lace-to-toe (shown) having a combination toeguard and toecap, and the bal cut which has a rugged toeguard. Ventilating eyelets and famous Bristolite foot positioner provide coolness and support.



● **FOUR-WHEEL VISUAL LINE MARKER.** The Ryan's Olympic model put out by H. & R. Mfg. Co. possesses a patented rotor agitator, automatic free wheeling, sight strip in front, choice of 2" or 3" line, instant shut-off and turn-on lever, entirely enclosed wheel ratchets, hopper covers, and extra large capacity (100 lbs.).

● **DIPPYDISK BASEBALLS.** Any batter can be taught to hit a curve if you have him practice batting with Dippydisk Baseballs. Developed by Pete Castiglione, of the Pirates, this practice device sharpens batting eye and saves money on baseballs. Enables player to practice batting at home, and makes him keep eye on ball until it hits the bat.

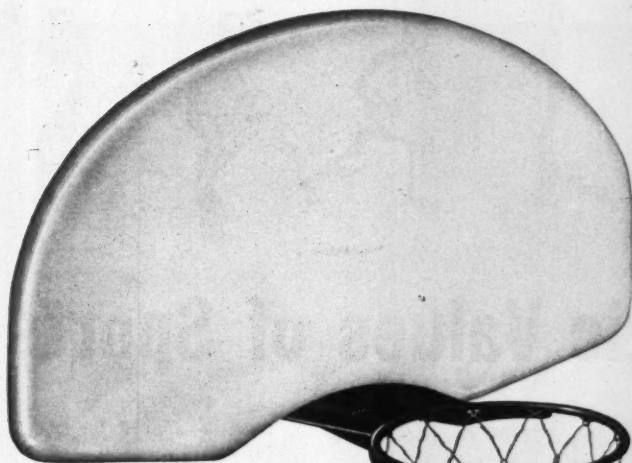


● **NEW TEAM GAME.** Played like baseball on regular diamond, Wiskit has nine men on a side, each using a racket, as shown, to catch and throw a 10" softball. The rackets are made with Lumite fabric centers, and the ball is caught and thrown from both sides. Developed by Wiskit, Inc., on west coast.



● **ATHLETE'S FOOT PREVENTIVE.** A new three-way service to help prevent athlete's foot is now being marketed by Waverly Petroleum Products Co. Consists of a new sanitary solution (Sani-Mist), a new type of mechanical spray dispenser (a simple treadle mechanism), and replacement service for worn pumps for any other kind of dispenser now in use. Dispenser is rustproof and sprays a fine vapor through aluminum grill opening.





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Democratic Values of Sports



DURING every state of national crisis, when the need for a healthy people impresses itself upon everybody's consciousness, a cry arises for expanding and intensifying our physical education and athletic programs.

Sports become the panacea for the nation's "ill health," the principal medium through which to combat the doleful picture revealed by the medical boards.

Consciously or not, the layman seems to assume that good health is the paramount or perhaps the sole objective of our games. This is a common misconception, which demands investigation and illumination. Although the health values of games are immense and cannot be minimized, there are benefits of equal or greater importance.

It is virtually impossible to find a game activity which affects only a specific part of the being. This effect may be good or bad; it may even be good in some respects and bad in others. So, in considering any activity in which people participate, it is necessary to examine its total effect on the individual and its impact on society.

According to Dewey,¹ learning takes place in the interaction of the individual with a dynamic environment in which his activities are directed by a continuity of stimuli. Good citizenship, cooperation, leadership, and such abstractions are not acquired by merely hearing, reading, and talking about them. Each individual must have meaningful participation.

In short, an understanding of honesty, sympathy, respect, and hatred must be obtained by first-hand experience. Furthermore, the environment wherein learning occurs must be controlled and organized for the

By **LYNN W. McCRAW**

Physical Ed. Dept., U. of Texas

maximum benefits to be derived. It must be a charged environment directing the individual's natural reactions towards the proper lines of conduct.

Games, wholesomely organized and conducted, provide such an environment. By its very definition, play signifies an absorbing interest in an activity. However, this natural impulse is often manifested in unorganized and undirected activities, such as the war-like games of the child. Such play lacks the opportunities for the development of the more desirable traits.

On the other hand, sports, wisely guided by the coach and official, provide an ideal environment in which the individual may prepare for life while living fully, harmoniously, and freely in the present.

Now just what are those traits of character, those ideal qualities, that games may develop in individuals to make them more worthwhile citizens?

One of the most significant of these traits is the spirit of *cooperation*. That there is need for cooperation today, nobody will gainsay.

We all know that if nations are to exist peacefully in a modern world, they must cooperate in international affairs. During a period of war, when winning is the common end, nations work harmoniously with and for another. But in times of peace, there seems to be no impelling force other than the fear of war to bring groups together.

The democratic way of life thus requires a common end with each person interested in the welfare of all. There must be the willingness to give as well as to take, and a spirit of helpfulness must prevail.

In all games involving team play,

there is a need for playing *with* rather than *against*. The touchdown is possible, not through the efforts of one or even two or three individuals, but through the joint efforts of everybody in executing their assignments at the right times.

The guard and tackle work together to block out the opposing lineman; the decoy facilitates the completion of the pass to the selected receiver; the end, in stripping the interference, enables the line-backer to tackle the ball-carrier.

In similar fashion, the success of the double play depends upon the player who throws the ball as well as the one who catches it, and the opportunity to shoot at the basket is usually gained only after skillful team maneuvering and passing. These and many other cases of team play illustrate the importance of cooperation for success.

Perhaps in no other single activity in school life are students afforded such opportunities for cooperative experiences. In few other school activities is there so much interaction of the individual with individuals and of the individual with the group. Schools which fail to provide for maximum participation in games are missing excellent opportunities to develop the cooperative spirit so essential in modern life.

It has often been pointed out that the success of the American way of life has been largely due to the opportunities for free competition among individuals and groups.

Progress is made through the competitive efforts to build a better automobile, to produce a better play, to paint a more beautiful picture, or to discover a more potent drug.

To accomplish these ends, democracy demands a type of character that is energetic, resourceful, self-reliant, alert, persistent, courageous, and ingenious. Life itself is a struggle; each individual is competing

¹John Dewey, *Democracy and Education*, N. Y.: The Macmillan Co., 1916, pp. 28-31.

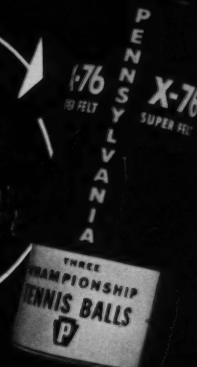
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with forces seen or unseen in his fight to better his position in life.

This spirit of competition prevails only so long as there is a possibility of either winning or losing. It is a hope-fear combination, which, if eliminated, will remove satisfaction.

The individual who wins continually really does not enjoy participation any more than the one who loses consistently. How often have you heard members of a winning team state that a little competition, meaning opposition, would be welcome?

It is the feeling of overcoming obstacles that brings satisfaction, that affords opportunities to grow. It is quite evident that the creation of a monopoly in any field retards progress, for there is no competition in a monopoly. The one side wins continually.

It is in this opportunity to win that sports provide such an excellent medium for the development of the competitive spirit. Even the best of teams lose, and in losing they immediately act to correct their mistakes and to remove the cause of failure. "To win today and lose tomorrow, but to keep on trying is the beginning of determination, pluck, and endurance."²

The loser, if given a fair chance to win, becomes determined to perfect his actions, and this determination will endure until success is achieved. It is a stimulus for the player "to call upon all his resources, to solve the attack in front of him, to challenge the staying powers of his opponent."³ The competitor is an active rather than a passive individual, and it is through action that progress is made.

Those in charge of athletics must fully recognize the importance of providing this equal opportunity to win. There is no better example of this than the practice of many state athletic associations in classifying their member schools to provide equal competition.

So long as this spirit prevails, there need be no fear of any diminution in interest or inner drive. And so long as interest and concerted effort exist, there will be opportunities for constructive competition.

One of the extreme dangers in any highly competitive society is a "win-at-all-cost" attitude. Where this exists, there is likely to be a disregard for the rules and for what is right.

²Jesse F. Williams and Clifford L. Brownell, *The Administration of Health and Physical Education*, Philadelphia: W. B. Saunders Co., 1934, p. 436.

³Jesse F. Williams and William L. Hughes, *Athletics in Education*, Philadelphia: W. B. Saunders Co., 1930, p. 39.

⁴Jesse F. Williams and Clifford L. Brownell, *op. cit.*, p. 479.

Life in a democracy entails voluntary submission to duly elected authority and obedience to the law of the people. This obedience is not induced by fear of reprisal, but stems from a willingness to abide by what has been accepted as right and good for the common welfare. There is likewise a willingness to accept the decision of an impartial judge in settling all matters of dispute.

The value of games in developing a respect for law and authority is truly immeasurable. Both coaches and players recognize that the rules are for the common good and represent the thinking of representatives from all over the nation.

Coaches and players alike realize that it is essential to obey these rules and to respect the interpretations of the referee. Although penalties for infractions are necessary, just as punishment for breaking the civil law is required, obedience is not based on fear. After all, it is hardly more difficult for an athlete to "play dirty" without being detected, than it is for a person to disregard a traffic regulation.

SPORTSMANSHIP CODE

The willingness to play fair goes much deeper than fear of penalty. It is a democratic tradition, an adherence to one's own code of honor. This desire to be honest with teammates and opponents alike and to recognize the value of fair play and of the rules of the game, is the essence of good sportsmanship.

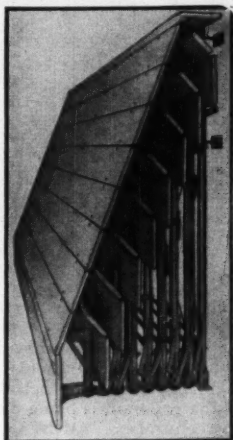
Whether in life or on the athletic field, the code exemplified by the Sportsmanship Brotherhood⁴ might well apply:

1. Keep the rule.
2. Keep faith with your comrades.
3. Keep your temper.
4. Keep yourself fit.
5. Keep a stout heart in defeat.
6. Keep your pride under in victory.
7. Keep a sound body and a clean mind.
8. Play the game.

The coach who encourages his players to seek advantage at the cost of minor infractions is laying the seeds of lawlessness and disregard for authority. Fortunately, such coaches are decidedly in the minority.

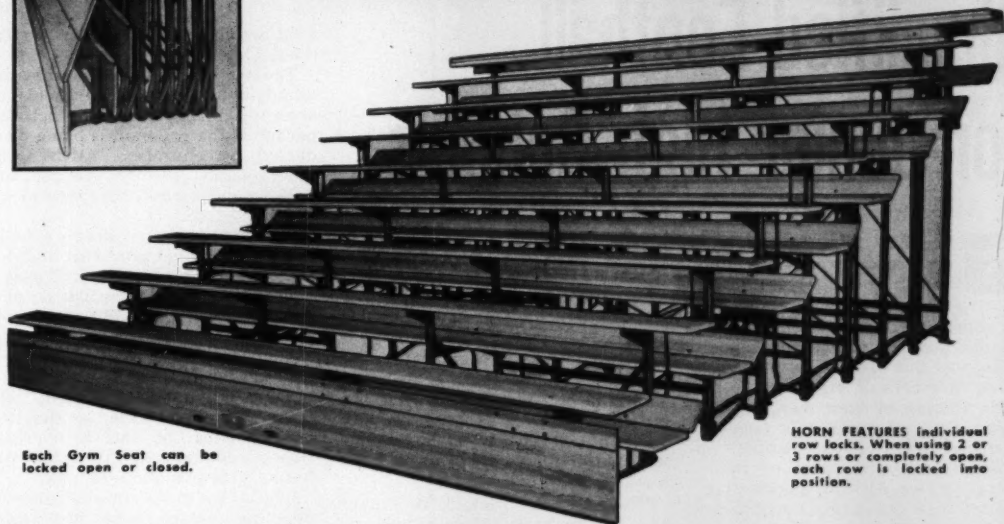
Plato long ago recognized the fact that in any society there must be those who lead and those who follow. Although the modern democratic concept profoundly disclaims any inherent right or ability to rule,

(Continued on page 52)



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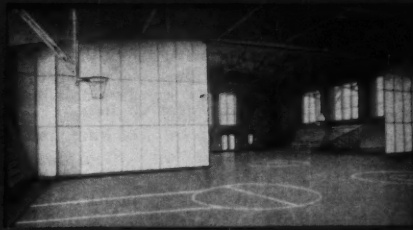
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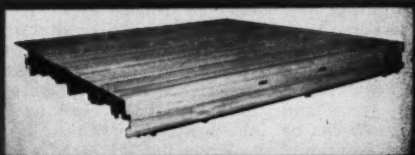


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Simplified Football for Junior High Schools



WHILE few junior high schools carry on a regular touch football schedule there is usually a demand for some type of program other than regular physical education classes.

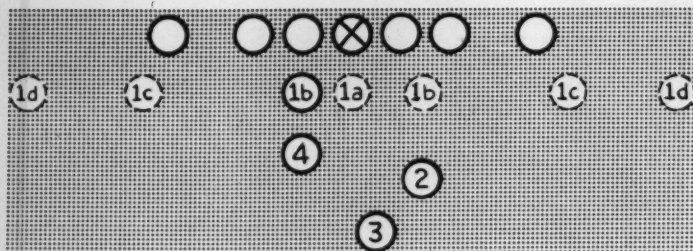
Boys of this age are interested in being members of organized teams with a coach of their own, regular practice sessions, and other teams to compete with. Such competition usually takes the form of intramurals, A9 vs. All-Star games, playground teams, and occasional inter-school activities.

Any such program, to be effective, must be organized, simplified, and directed. Due to the extra work involved in conducting these activities and the limited practice periods available, extraneous details should be omitted and useless activities curtailed. Fundamentals, offensive formations, plays, strategy, and defense must be covered in such a way that learning will be quick and easy.

While the boys are willing to practice enough to learn the necessary rudiments, they aren't sufficiently motivated to accept the long and detailed practices associated with varsity teams.

A survey at our school showed that nearly all the boys wanted to practice, in an organized manner with no fooling around. They also desired to be given an adequate chance to learn the fundamentals, especially passing, pass-receiving, and ball-carrying. But they didn't care for just fundamental drills.

The best way to hold their interest at a high level seems to be in running signal drill, dummy scrimmages, lead-up games, and so on. Games such as association football



By **LEW J. DUNNING**

Carmelita H. S., Huntington Park, Cal.

and passball are excellent for this purpose.

A big factor in organization, as well as simplification, is deciding what's to be covered and what's to be omitted. This is true on any level, but especially so here since many of the players will never have handled a football before.

The basic essentials to be taught are fundamentals, offensive systems and signals, running plays, pass plays, miscellaneous offensive maneuvers, and defense.

Individual fundamentals to be covered by all players include: stance, starting, running with the ball, check blocking, running block, and pass-receiving.

Specialized fundamentals for individuals include: center pass, ball-handling, passing, punting, place kicking, and signal calling.

Coordinated group fundamentals include: running plays, pass plays, punts and returns, kickoffs and returns, and defense.

Remember that these kids are only embryonic All-Americans; don't compare them with yourself or varsity players. This will all be new and strange to them, so when they fail to respond, get tired, or start to "goof off" be patient, slow up a bit, and spend time on "fun" drills.

The details outlined above and the system of play to follow can be adequately presented in 30-minute practice periods, if organized well and if skull sessions are used for the first few days and then inserted from time to time. This will enable the team to spend their practice

time actively when they do get on the field.

The 30 minutes needed may be found before or after school, at noon, or during a club or activity period. If the program is being conducted by churches, YMCA's, or other youth activity groups, any half-hour period convenient to all will suffice.

An offense which is simple enough to fill the bill yet powerful and deceptive enough to win lots of games is of prime importance. The accompanying set-up, in addition to covering these points, is also interesting enough to please coaches, players, and spectators alike.

First, use a balanced line, tight from tackle to tackle, so that the defense won't be able to overload to one side and that will enable you to use wide plays to both sides.

The duties of the internal linemen will be: center, pass and check block; other linemen, check blocking and going through as downfield interference.

Second, split the ends from one to 12 yards, depending on the situation. The duties of the ends will be check blocking, going through as downfield interference, and pass-receiving. The varying of the split will worry the defense as well as enable the ends to get downfield more easily.

Third, number the backs as shown. The diagram looks confusing due to the various options for placing the #1 back. He is the key to the formation. His job is essentially that of lead blocker and pass-receiver as will be shown in the plays.

When placed in position "a," he may be utilized as a "T" quarterback. But this necessitates different ball-handling and timing than when the deep center pass is used. The inexperience of the players and the difficulty of the blocking also limit the possibilities of the "T."

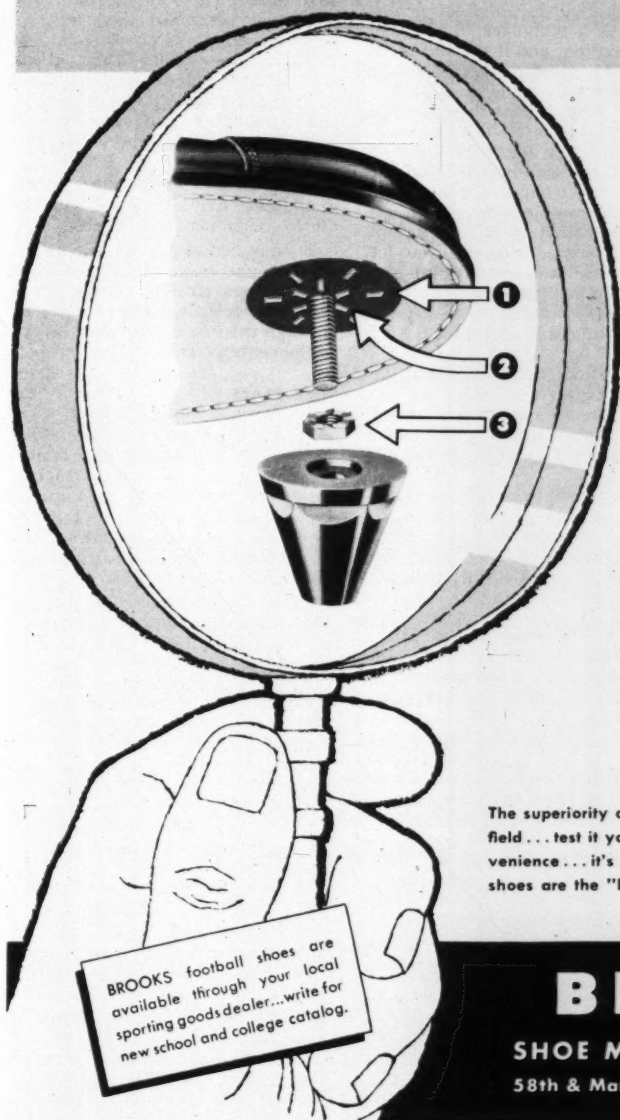
When the #1 back is in position "b," we have a short punt formation to the right or left according to which side he is placed. When he is in position "c," the formation becomes a wingback formation right or left.

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Placing him in position "d," gives us a flanker system. As a final variation, he may be sent in motion to either side.

It actually makes no difference where he is set in the plays that follow, except two, because he is either a lead blocker or pass-receiver; and in either case he will often be as effective as a decoy as he would be otherwise.

At the same time, shifting him will not cause any changes in his or other assignments, although blocking angles may be improved slightly in certain cases. For example, on an end run he will be an effective lead blocker as a wingback, flanker, or man in motion; and if the end is not crashing too hard, he can do his job from either side of the short punt.

The #2 back sets between his guard and tackle on the right side of the line at a depth of 2½ to 3 yards. This boy should be a left hander if you happen to have one because he runs mostly to the left, and when called on to pass he will be in the best position to throw left handed. His duties include ball-handling, running with the ball, passing, lead blocking on power plays, and checking on pass plays.

The #3 back is the deep back of the formation. He sets directly behind the center and about one yard behind the #2 back. He is mainly a passer, quick kicker, and blocker, but it also called upon to run and fake.

The #4 back lines up directly behind the left guard with his heels in line with the toes of the number 2 back which gives a slightly staggered effect and facilitates the timing and ball-handling.

This man is the counterpart of the #2 back. He runs, passes, blocks, and handles the ball. A right hander operates best from this position.

For calling plays, use a combination of key words and numbers as follows: (1) The formation. (2) Number of the back who receives the snap from center. (3) The name of the play. (4) The snap number.

1. The formation. The signal given here depends upon the location of the #1 back and is indicated as, "T formation," "Short punt-right," "Short punt-left," "Single wing-right," "Single wing-left," "Flanker-right," "Flanker-left," "Man in motion-right," "Man in motion-left."

2. Number of the back who receives the snap from the center. This signal will be "2," "3," or "4" since the #1 back is not a ball-carrier.

3. The name of the play. This signal needs some explanation since in running plays it indicates the direction of the play, backfield maneu-

vers and assignments, and line assignments.

The terms "Right," "Left," and "Buck" indicate the direction of the play and the line assignments. There are three, as follows:

Right indicates a run outside your own right tackle. On such plays the right end, right tackle, center, and both guards check block the man directly in front of them. If no one is directly in front, they take the first man to the left.

The left end and tackle go straight through the line and act as downfield interference. If the man opposite the left guard plays wide or is not charging, the guard should go through also rather than check block. The backfield men lead-block to the right taking the defensive end, linebacker, and secondary in order unless given a specific assignment.

Left indicates a run to the outside of the offensive left tackle with the above assignments reversed.

Buck indicates a run inside tackle. On straight buck plays, the ball-carrier goes straight ahead; while on cross-buck plays, the carrier goes through the line on the opposite side of the center.

BUCK PLAYS

On Buck plays, the tackle and end on the side of the play check block the closest man to them to the outside. The center and both guards block their men away from the hole. The tackle and end on the far side go through as downfield interference.

For example, on a #2 straight buck the right end and tackle block to the right, the center and both guards block to the left, and the left end and tackle go through. On a #2 cross-buck, the right end and tackle go through as downfield interference, the center and both guards check block to the right, and the left end and tackle check block to the left.

Don't worry about shifting or changing defenses. Consider the linebackers as linemen on defense, and the above assignments will be quite sufficient no matter how the defensive line may be spaced.

Other key words in naming the play connote the backfield assignments. If none are indicated, they lead the play or fake in the case of buck plays.

Following are the running plays, which attack all key points in the line with a combination of power and deception.

(Continued on page 50)



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New Books on the Sport Shelf

- **HIGH SCHOOL INTRAMURAL PROGRAM.** By William W. Scheerer. Pp. 64. Illustrated—tables and charts. Minneapolis: Burgess Publishing Co. \$2.

ANYBODY interested in promoting an intramural sports program for a large, medium, or small high school will find just the sort of materials he needs in this 11 x 8 inch, spiral-bound text.

Prepared by the director of physical education and intramural sports at Wofford College, it offers a comprehensive organizational plan, with special emphasis on the more difficult aspects of the program.

The subject is covered along eight broad lines, namely: Philosophy and objectives, financing, organization (equipment, awards, eligibility, etc.), the sports (equipment and rules for 14 sports), scoring the contests, tournaments, league schedules, and point systems.

The author proves that a commendable program can be established on a very small budget, at a cost of less than five cents per contest.

- **A GUIDE TO AMERICAN TRACK AND FIELD LITERATURE.** By Richard I. Miller. Pp. 45. San Bruno, Calif.: Track and Field News (P. O. Box 248). \$1.

OUR boy, Dick Miller, the U. of Illinois instructor and article-writer supreme, has done a terrific job of compiling all the available literature on track and field since 1930.

The material is organized by events, and includes about 800 titles, including the author, source, and date. Besides covering the events themselves, Miller also offers source materials on research, organization, starting and timing, promotion and publicity, construction and care of tracks, training and conditioning, and diet. He also lists books and booklets, monographs, periodicals, and films.

This little guide is a wonderful addition to the literature on the field, and is precisely what the doctor ordered for enterprising coaches.

- **ALL-STAR LIBRARY (Four Volumes): JOE DIMAGGIO, RALPH KINER, TED WILLIAMS, STAN MUSIAL.** By Tom Meany. Pp. 25. Illustrated—photos. New York: A. S. Barnes and Co. 50¢ each.

THESE hard-bound, attractive, 8¼ x 6¼ inch books make beautiful gifts to all boys interested in baseball. Written by one of the country's best baseball writers, each book tells the life story of a famous ball player.

The writing is strictly top-drawer, and each book is illustrated with many large, interesting photos. In each case, also, the inside covers pre-

sent the complete statistical record of the player—including his year by year batting statistics, world series record, and all-star game record.

- **BASEBALL AND MR. SPALDING.** By Arthur Bartlett. Pp. 295. New York: Farrar, Straus and Young. \$3.

BASEBALL fans will be fascinated by this exceptionally well-written and absorbing "romance" of the great national pastime, told through the life of its first and greatest promoter, A. G. Spalding, the Barnum of Baseball.

Make no mistake about it—baseball and Mr. Spalding grew up together, and were inseparably linked for half a century. The story of Spalding is the story of baseball—a wonderful romance, beginning on the first sandlot and carrying through every major development of the game up to the Babe Ruth era.

Great events and great players weave their way absorbingly through the book, and you'll never be able to put it down once you start. From beginning to the end, it is jam-packed with colorful characters and events associated with the birth and growth of the great sport.

Miscellaneous

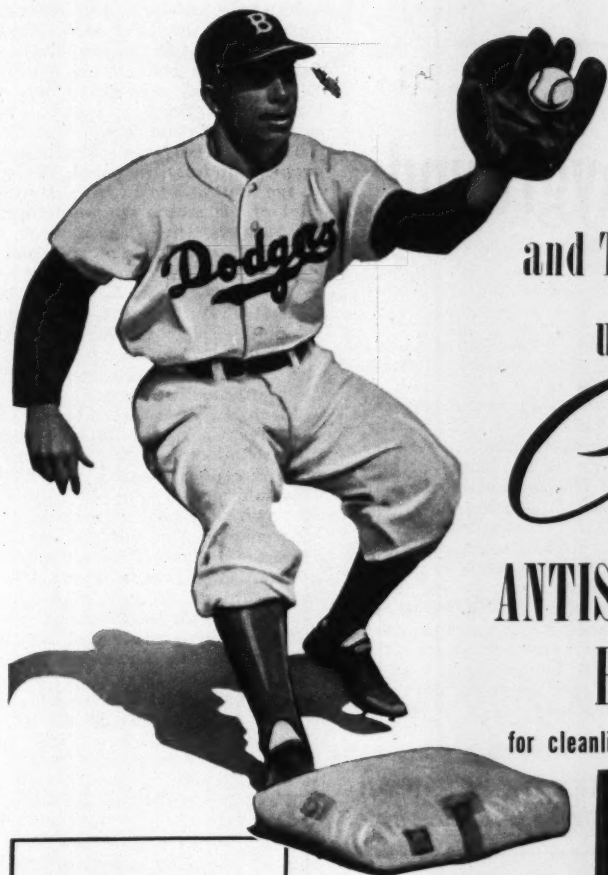
- **CHECK (Community Health Educator's Compendium of Knowledge).** By Clair E. Turner. Pp. 266. Illustrated. St. Louis, Mo.: The C. V. Mosby Co. \$3. (A superb handbook designed to help the health educator check principles, possibilities, and procedures in democratic action for health promotion.)

- **The Fundamentals of Ice Hockey (Coach's Manual).** By Bing Caswell and Jack Life. Pp. 72. Illustrated—drawings and diagrams. Midland, Canada: The Midland Press. \$1.

- **State Champs.** By Leon Burgoyne. Pp. 210. Philadelphia: The John C. Winston Co. \$2.50. (A splendid teenage novel with superb game sequences written by a crack high school coach from St. Joseph, Mich.)

- **Golf Score Analysis.** By Ernest Dryson. Pp. 32. Meriden, Conn.: Ernest Dryson. \$1. (A system by which the golfer can analyze his own game, replete with 25 6 x 3¼ inch rating cards.)

- **Campfire and Council Ring Programs.** By Allan A. Macfarlan. Pp. 151. Illustrated—drawings. New York: Association Press. \$2.50. (A handbook of activities, programs, Indian lore, nature crafts.)



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The Rural Summer Playground

FEW PEOPLE who see a well-equipped, successfully organized playground and recreation program in operation, realize the vision, work, and cooperation that go into its development.

When I accepted a position as physical education director of a high school in a village of 1100 inhabitants, there was no play area, no program, and no recreation service. Today we have an amply equipped, well-organized play area and program with an enrollment of 350 individuals and an attendance averaging 98 per day, five days a week.

I feel that the story of this development from its conception, through its various stages, to its present status, will not only be of interest but possibly of help to other towns in a similar situation. In addition I will offer several suggestions and projects which we hope to incorporate in our program in the future.

Using the P. T. A. as a sounding board to discover town and parent opinion, I learned that there was an eager, interested, but uninformed faction more than willing to cooperate. All they lacked was the impetus and information.

A committee was formed, on which I served as advisor, to approach the local organizations for their opinion and moral support. A favorable reply was obtained from the Chamber of Commerce, Board of Education, Village Board, and American Legion.

Through the further efforts of the P. T. A., a Recreation Committee was formed consisting of one member from each of the aforementioned organizations. Although I was not officially a member of this committee, I served throughout as advisor.

The first duty of this group was to investigate possible sources of financial aid for personnel, equipment, and running expenses. At my suggestion, they secured information about the New York State Youth Commission. We invited the field representative of this Commission to

explain its purpose and the aid we could get from the state toward a youth program.

With this information, the committee was now in a position to approach local organizations with concrete evidence and potential funds, to see if they too would contribute.

The Board of Education, P. T. A., and a local foundation fund responded as generously as they could with a total of \$500. With an equal amount from state aid, we amassed a working capital of \$1000. This groundwork was carried on during the winter and spring months in order that the program would be ready to function at the start of the summer season.

By ALEXANDER F. PAUL

Physical Ed. Director, Florida, N. Y.

One of the first problems confronting us was the lack of any facilities. We were granted use of the play area adjacent to the public school, and the Board of Education purchased stationary swings, a seesaw, and a slide from its own funds. To this we added a large sand box, outdoor basketball backboards, and two tables with picnic-type benches to be used for quiet games. These were placed under large shade trees for use on hot days.

I built these items myself in order to cut down on expenses. We also had a large area cleared and leveled for games such as croquet, volleyball, badminton, etc. We also were granted the use of the adjoining softball diamonds used by the school for regular physical education work.

A large amount of our original appropriation was spent for working equipment—bats, balls, quiet games, archery equipment, and sand-box toys. Maintenance, insurance, and personnel salaries consumed the balance.

We had a full-time director and a full-time assistant. The director was myself, the local high school physical education teacher. The assistant, whose main duties related to the youngest age group, was a high school graduate, a girl, with experience in child care.

The program was of necessity simple, but fully organized. We set an age limit of 3 to 12 years. By the start of the season we were "open for business," five days a week, 9 a.m. to noon and 1 p.m. to 4 p.m.; and one evening from 6 to 8:30.

However, when we discovered the interest and attendance during the evening session was very great, we changed to two mornings and three evenings a week and continued the daily afternoon sessions.

All children were asked to register the first time they attended the playground. As accurate an attendance record as possible was kept. This information was not only for our own use, but later served as concrete evidence of the need of and response to a public recreation program. Also, as will be shown later, this record was of value in planning our schedule for the following year.

The program supervised by the assistant for the 3-to-8 age group, consisted mainly of sand-box activities, swings, slides, and some games of low organization. At the same time the director took the older group (8 to 12 years¹) for baseball, softball, archery, badminton, volleyball, outdoor basketball, horseshoes, and table tennis.

Tournaments were organized and run off in those activities where feasible. We used the ladder-type for individual skills and the round-robin type for team games. A midget baseball team was formed and in addition to the practice of skills, interest was kept high by a few games with playground teams of two nearby towns.

A six-team softball league was the main attraction during the evening session. No age limit was set on this, and many of the post-high school group (17-25 years) participated. The other activities were also offered, but great spectator interest was shown in the softball league.

Another evening feature was the Junior American Legion Baseball Team, boys up to 17 years. They played a regular home and away schedule. (This team was sponsored and financed by the American Legion Post, but without the management of the playground director,

¹It should be noted here that in a community of produce growers and dairy farmers, few children over 12 years of age are free to participate in recreation during the day.

ONE Stands Out!



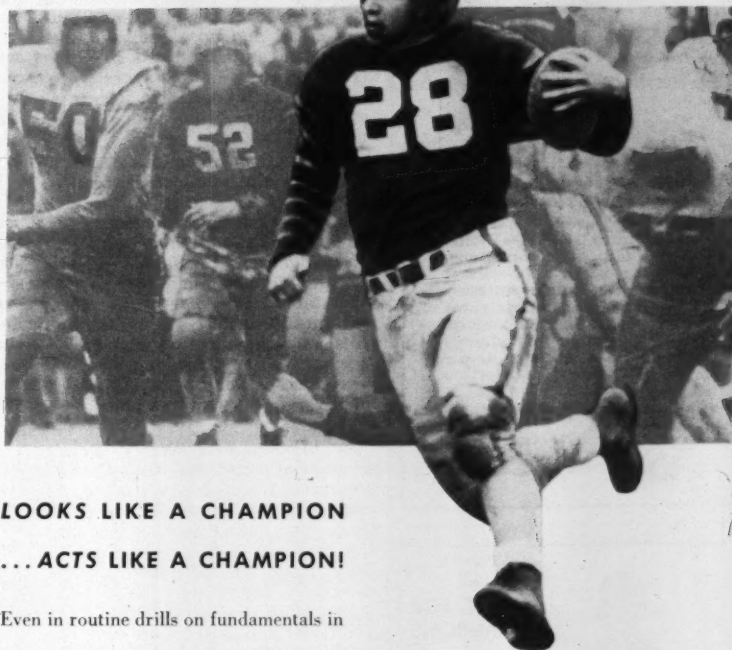
Skinner Combat Cloth* Lightest, strongest of Skinner athletic fabrics. Fast color, all nylon fabric. Absorbs little moisture. Dries quickly.



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it could not have functioned. We felt it was the duty of the program to cooperate with a local group which had aided it.)

The summer recreation program ran for seven weeks; the total enrollment was 280, with a daily average attendance of 70. It was considered a huge success from all angles. The attendance was far greater than anticipated; the budget was ample for a beginning and put to essential and wise use; and the enthusiasm and comments of children, parents, and taxpayers were far better than hoped for, toward a new and alien project in a community of this type.

There were no objections raised to continuing the summer recreation program the second year. In fact nothing but encouragement was offered to the committee and director. The budget was the same, and the facilities were supplemented by another table and a merry-go-round.

Naturally, a new supply of bats, balls, and sand-box toys were added to what was left from the previous year, and in addition a supply of handcraft tools and materials was ordered.

In planning the second year's schedule of hours, last year's attendance record was closely studied. As mentioned before, every town has its specific needs; and we felt that the evening session was vital to draw those children who worked during the day.

Therefore, we arranged to have a director five afternoons and two mornings; the girl assistant, two mornings, three afternoons, and three evenings, and another director, myself, five evenings a week. The attendance so far has more than justified the change.

The daytime director has increased to eight games the midget baseball schedule with playground teams from neighboring towns. Another added feature which has proved very popular is handcraft. Simple bead work, weaving, clay modeling, and linoleum and soap carving are some of the things that have been offered. The evening softball league has continued with equal success.

A final statement on the second season's activities cannot be made as yet. However, at the end of the fourth week the enrollment was 350 individuals with an average daily attendance of 98. Interest, enthusiasm, and participation are higher than ever. The Recreation Program cannot be considered anything but a success.

Suggestions and proposed additions for the future have been gath-

ered from a careful study of the needs of the community and its children and young people, and from the recommendations made by children and interested adults.

The first and possibly most important move would be to develop the recreation service into an all-year-round program, including Saturdays and evenings. Remembering that the younger group, 5 to 17 years, have recreation opportunities in connection with regular school activities, we might endeavor to include the group from 17 to 25 years in the Saturday and evening activities. Coordination with state-financed adult education might be the solution to this.

In connection with the summer program, we hope to expand the arts and crafts department and other hobby activities; to institute special attraction days—pet shows, doll shows, craft contests, and the like; and to arrange for play days with neighboring villages on the order of the present midget baseball schedule.

AQUATICS ACTIVITIES

One activity which should definitely be added is swimming, diving, life saving, and other aquatic activities. Transportation, facilities, and liability are the main obstacles to this program, but we hope to overcome them in the near future with the offered assistance of the local Lions Club.

There is also a great need for Saturday night activities: movies, social dancing, picnics. These are essential in a town where no activities for teenagers are available. Dramatics that could be prepared during the day and presented in the evening is another aim.

As for equipment and facilities, we have plans for a black-top area for skating, dancing, shuffleboard, etc. It is needed and desirable. A shallow wading pool needs no other *raison d'être* than child enjoyment, while other large pieces of equipment such as a jungle gym could be well utilized.

It might also be desirable to divide the program into two separate areas—the younger group remaining on the school play area, and the older group using the local memorial baseball diamond, bleachers, and dancing area.

In addition to the present sources of financial aid, funds for such an enlarged program would have to be obtained by village and township taxes.

The ever-increasing need for
(Concluded on page 53)

Postum's

NEW CHART OF TRACK CHAMPIONS CAN HELP YOUR TEAM TO A WINNING SEASON!



The POSTUM Chart of Track Champions
(see reverse side of this page)

1. Shows the high school, college and world records for 17 outdoor track and field events. Your young athletes will want to compare their performance with these championship ratings.
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220-YD. DASH	20.7s.	20.2s.	20.3s.	
440-YD. RUN	48s.	46.2s.	46.0s.	
880-YD. RUN	1m. 53.9s.	1m. 49.8s.	1m. 49.2s.	
ONE-MILE RUN	4 m. 21.2s.	4 m. 6.7s.	4 m. 1.4s.	
120-YD. HURDLES	14s. (3 ft. 3 in. hurdles)	13.5s. (3 ft. 6 in. hurdles)	13.6s. (3 ft. 6 in. hurdles)	
HURDLES (3 ft. 6 in. hurdles)	18.9s. (180-yd. course)	22.3s. (220-yd. course)	22.3s. (220-yd. course)	
HIGH JUMP	6 ft. 7½ in.	6 ft. 11 in.	6 ft. 11 in.	
BROAD JUMP	24 ft. 11¼ in.	26 ft. 8¼ in.	26 ft. 8¼ in.	
POLF VAULT	13 ft. 9½ in.	14 ft. 11 in.	15 ft. 7¾ in.	
SHOT-PUT	59 ft. 10 in. (12-lb. shot)	58 ft. 5½ in. (16-lb. shot)	58 ft. 4¾ in. (16-lb. shot)	
JAVELIN	219 ft.	234 ft. 3½ in.	258 ft. 2½ in.	
DISCUS	179 ft. 2¼ in. (3 lb. 9 oz.)	178 ft. 11½ in. (4 lb. 6.4 oz.)	186 ft. 11 in. (4 lb. 6.4 oz.)	
RELAY 440 YDS.	42.0s.	40.5s.	40.5s.	
RELAY 880 YDS.	1m. 27.6s.	1m. 24s.	1m. 24s.	
RELAY ONE MILE	3m. 21.4s.	3m. 9.4s.	3m. 9.4s.	
RELAY TWO MILES	8m. 5.5s.	7m. 31.8s.	7m. 34.6s.	

For Names of Record Holders, See Page 49, Scholastic Coach, April 1951

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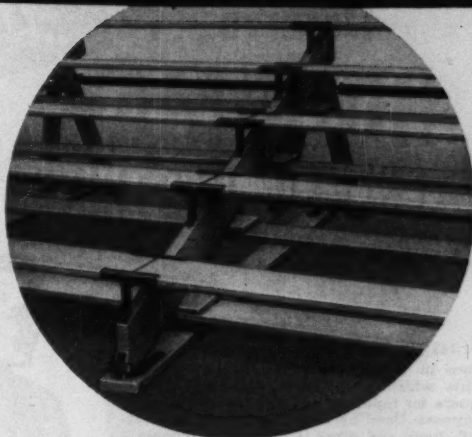
Drink
POSTUM
made with
milk—it's
delicious

OFFICIAL TRACK AND FIELD RECORD HOLDERS, 1950

(See facing page for Times and Distances)

High School	College	World
100-YARD DASH		
Jesse Owens E. Tech, Cleveland, 1933	Mel Patton USC, 1948	Mel Patton USA, 1948
220-YARD DASH		
Jesse Owens E. Tech, Cleveland, 1933	Mel Patton USC, 1949	Jesse Owens USA, 1935
440-YARD RUN		
Gene Cole Lancaster, O., 1948	Herb McKenley Illinois, 1946-47	Herb McKenley Jamaica, 1948
880-YARD RUN		
Lang Stanley Jefferson, L. Angeles, 1950	Ed Burrows Princeton, 1940	Sidney Wooderson Great Britain, 1938
MILE RUN		
Louis Zamperini Torrance, Cal., 1934	Glenn Cunningham Kansas, 1934	Gunder Hagg Sweden, 1945
120-YARD HURDLES		
Joe Batiste Tucson, Ariz., 1939	Richard Attlesley USC, 1950	Harrison Dillard USA, 1948
Lee Miller Burbank, S. Antonio, 1947		Richard Attlesley USA, 1950
180-YARD HURDLES		
Steve Turner Glendale, Cal., 1950	Harrison Dillard Baldwin-Wallace, 1947	Harrison Dillard USA, 1947
HIGH JUMP		
Gilbert LaCava Beverly Hills, Cal., 1938	Les Steers Oregon, 1941	Les Steers USA, 1941
BROAD JUMP		
Jesse Owens E. Tech, Cleveland, 1933	Jesse Owens Ohio St., 1935	Jesse Owens USA, 1935
POLE VAULT		
John Linta Mansfield, O., 1939	Bill Sefton Earle Meadows USC, 1937	Corny Warmerdam USA, 1942
SHOT PUT		
Darrow Hooper N. Side, Ft. Worth, 1948	Jim Fuchs Yale, 1950	Jim Fuchs USA, 1949
JAVELIN THROW		
Robert Peoples Classen, Okla. City, 1937	Robert Peoples USC, 1941	Yrjo Nikkanen Finland, 1938
DISCUS THROW		
Clyde Gardner Newton, Ia., 1949	Fortune Gordien Minnesota, 1948	Fortune Gordien USA, 1949
440-YARD RELAY		
Boys, Brooklyn, 1948	USC, 1938	USC, USA, 1938
880-YARD RELAY		
North, Des Moines, 1948	USC, 1949	USC, USA, 1949
MILE RELAY		
Hollywood, Cal., 1929	California, 1941	Cal., USA, 1941
TWO-MILE RELAY		
Roosevelt, Des Moines, 1938	Michigan St., 1950	Cal., USA, 1941

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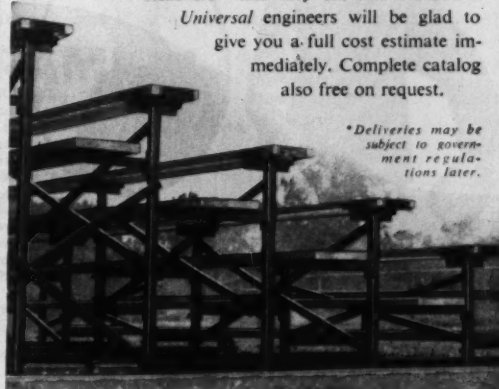


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Simplified Football

(Continued from page 40)

Plays started by the #2 back (the full signal is given):

1. "All formations, 2, left end run." A left end run with the ball going to the #2 back who follows all other backs who lead-block. The line employs "Left" blocking.

2. "All formations, 2, left inside end run." The same play except that the defensive end is driven out by the lead blockers, and the ball-carrier cuts inside him.

3. "All formations, 2, left running pass." The play starts as a left end run as above, but the lead blockers stop and form a cup for the passer, who hits the right end behind the safety man. The right tackle stays in and acts as a trailing blocker for the passer.

4. "All formations, 2, hand off to #4, right end run." This is a reverse from #2 to #4 around the right end with the other backs leading. "Right" blocking is used. After getting rid of the ball, the #2 back may fake a run or pass as the situation warrants.

5. "All formations, 2, hand off to #4, right inside end run." This is the same reverse with the defensive end being driven out and the ball carrier cutting inside him. "Right" blocking is again used.

6. "All formations, 2, straight buck." This is a straight ahead play by the #2 back, with "Buck" blocking to the right of center. The other backs fake to the right. The #1 back leads straight ahead or fakes a pitch-out to the right to set up later plays where the short punt to the right is used.

7. "All formations, 2, cross-buck." The #2 back bucks through the opposite side of the center. "Buck" blocking on the left of center is used. The other backs fake to the right as on a straight buck. This play looks like a hand-off to the #4 back; or, with a fake by the #1 back, looks like a pitch-out.

8. "Short punt formation, 2, buck lateral from #1 to #3 wide to the right." This play utilizes "Right" blocking, although it starts like a Buck play. The #2 back starts through the line but hands the ball to the #1 back, who pitches out to the #3 back wide to the right.

9. "Short punt formation, 2, buck lateral from #1 to #3 wide to the left." This play utilizes "Left" blocking while starting like a Buck. It is like the play above except that the backs move to the left and the pitch-out is to the left.

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The same nine plays listed above comprise the series started by the #4 back, substituting "left" for "right" and vice versa in all cases.

Plays started by the #3 back giving the full signal:

1. "All formations, 3, right end run." A straight power run with "Right" blocking and lead blocking by the other backs.

2. "All formations, 3, right inside end run." The same play with the defensive end being driven out and the play going inside.

3. "All formations, 3, right running pass." This is run the same way as a running pass by #4.

4. "All formations, 3, left running pass." This is the same play as above, only run to the left.

5. "All formations, 3, left end run." This is a power run to the left. Use "Left" blocking and have the other backs lead.

6. "All formations, 3, left inside end run." This is the same play inside the end.

The entire system of running plays is quite simple since there are few changes from one to the next, although they look quite different before they finish. Additional plays which might add strength or deception also tend to complicate the system and defeat its stated purpose.

Pass plays need only to signify the passer and the maneuver of the favored receiver or receivers. For example:

1. "All formations, 2, pass ends across."

2. "All formations, 3, pass to #1 down and out."

3. "All formations, 4, pass left end button hook."

Receivers other than the designated man should make every attempt to get clear but stay out of one another's way.

Some suggested pass maneuvers include: ends across, ends Z in (zig-zag in), ends Z out (zig-zag out), button hook, hook and go, flat, deep, down and out. Although regular three or four man pass patterns or numbered zones can be used if desired, they are somewhat more complicated and harder to learn.

Blocking on pass plays consists of shoulder to shoulder checking by the center, guards, and tackles, and check blocking by two of the backs. The #1 back is a receiver, the #2, #3, or #4 back passes and the other two are the blockers, one on each side.

Defense on this level should be standardized and simplified as for the offense. Pick out a standard 5, 6, or 7 man line with one or at most two duties for each position.

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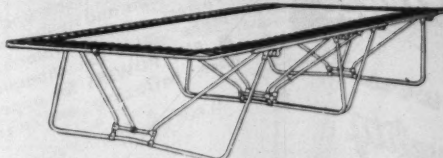
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Values of Sports

(Continued from page 36)

the sovereignty of the people must be expressed through the government as represented by duly elected and qualified leaders.

The whole social structure demands leadership by a few and a willingness to follow by the larger group. This followship is not a meek and submissive obedience, but rather a dynamic and questioning complacency.

The leader acts for and in the interest of those who follow and is responsible to them for so acting. In addition, the leader does not continue in his position *a priori* of his leadership, but must step aside at times for new and more competent leaders.

THIS absorbing treatise on the interdependence of athletics and democracy strongly intimates that without democracy our system of athletics could not flourish, and without athletics our democracy would lose a vital, invigorating force. When athletics are conducted in the spirit of fair play and true sportsmanship, says Lynn W. McCraw, of the department of physical and health education at the U. of Texas, the values inculcated in teamwork, willingness to sacrifice, and acceptance of umpire's decisions, carry over into everyday living.

A democratic way of life, then, necessitates the development of leaders, and the training of subjects to follow. Few better environments than games can be found for developing these two qualities.

The individual readily recognizes the necessity of having the quarterback select the plays rather than putting the choice to a popular vote. The leader, whether quarterback, captain, or coxswain, has innumerable opportunities to gain experience that will be of value in other activities.

All members of the team likewise understand more clearly the necessity for such leadership. Too often the coach may prohibit the players' right to make decisions, and this is a pity. To control the contest too closely from the sidelines is to miss a marvelous opportunity to develop leadership and followship.

Perhaps more schools should experiment with the idea of allowing the players to run the game, with

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the coach sitting in the stands and not participating in the game at all except perhaps to remove injured players.

The democratic ideal of the recognition of true worth is well exemplified in games. The best players make the team, regardless of their niche in society. While it is true that athletic prowess often seems to be the sole criterion for judging an individual's leadership ability, in many more instances the leader is chosen on the basis of his whole personality and character as well as athletic ability. There is thus built up in the group an appreciation of the finer qualities of the individual.

It is apparent that there are definite values other than the development of a healthy physique that may be derived from games. The extent to which these values may be realized will depend on the way in which these activities are conducted and on the extent of participation.

Unfortunately the emphasis in some schools is on winning at all costs, with small regard for sportsmanship. Such programs seem to be conducted solely for the spectators, and this is to be deplored.

Our activity programs offer a challenge to every coach and physical educator—a challenge to provide the highest type of environment for the conduct of games. Few individuals are blessed with such abundant opportunities for developing the future leaders of our democracy.

Rural Playground

(Continued from page 46)

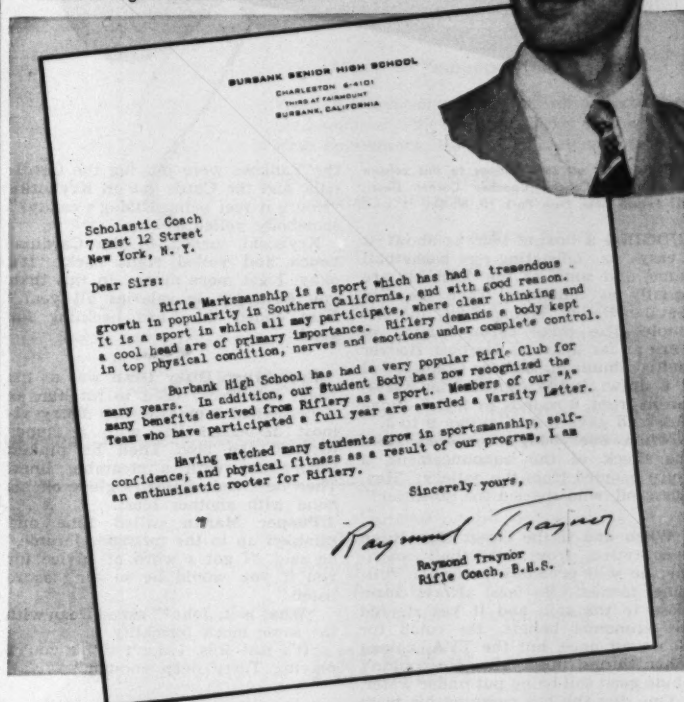
recreation opportunities is all too apparent to those in the field. It is the general public who needs education in the possibilities and value of such a service to the whole community.

In our case we had the added difficulty of having a large foreign-born element among the parents; and it isn't easy to sell anybody on the desirability of organized recreation, who has never had the benefits of it himself.

It has been shown here that in small towns and rural areas, groups may be willing and eager to assist in such a program, but that ignorance of methods, organization, and available state aid can hamper them; and that cooperation will usually be forthcoming when definite advantages can be shown, as in the case of a public recreation program.

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JUDGING a boxing bout is about as easy as officiating a basketball game, and some of the decisions are equally as ludicrous. Take the Kid Gavilan-Paddy Young fight, for example. The three cards handed in were as far apart as Herbert Hoover and communism. Referee Conn called it a draw. Judge Agnello had Gavilan in front, 6 rounds to 4. But Judge Susskind gave it to Gavilan 9 to 1.

When everybody recovered from the shock of the announcement, a voice boomed from the gallery: "Hey, Susskind, who sperled the no-hitter?"

When and if the Great Man Rupp ever retires from basketball coaching, he will probably become a full-time farmer. He has always been close to the soil, and it has steered his economic beliefs. He voted for Roosevelt once, but the TVA, among other things, upset him. He couldn't abide good soil being put under water.

One day the bus carrying his team to Knoxville passed over a TVA dam. Muff Davis, a substitute, looked out the window. "Roosevelt's folly," he murmured.

"Dammit, Davis," Rupp roared. "I'm a-startin' you tonight!" (Tim Co-hane in Look.)

We're still chuckling over the note we recently received from a junior high school kid down in Mobile, Ala.: "Dear Sir, please send the address where you get the letter to go on a Jacket or Send to the company and get me CENTRAL, HIGH, WILDCATS and a big fuzzy C to put on the pocket, send me a wildcat face to put in the middle of the words."

Several spring training seasons ago, when Joe DiMaggio had his bad heel, he'd get on base and then Dick Kryhoski would go in to run for him. That seemed to be the only way Kryhoski could get into a game. He soon became known as "The Leg." One day

the Yankees were playing the Cardinals, and the Cards got on Kryhoski. "How's it feel being DiMag's caddy?" somebody yelled.

Kryhoski turned to the Cardinal bench and yelled right back. "It's okay. I get more money in tips than you guys get in salaries all year." That ended the Card heckling for good.

Even when Dizzy Dean was at his peak, Bill Terry used to hit him as if he owned him. One day Terry almost de-legged Diz with a ripper through the box. Then he pinked Dean's ear with a steaming liner. Then he knocked Dean's glove off his hand with another blast.

Pepper Martin called time and rambled up to the mound. "Jerome," he said, "I got a word of advice for you if you would be so kind as to listen."

"What is it, John?" asked Dean with the same mock formality.

"It's just this. I don't think you're playing Terry deep enough."

Little Paducah Normal was playing the great Kentucky team of Groza, Beard, Jones & Co. With five minutes to go, Paducah trailed 25-90. Coach DuBoy, in his first year of masterminding, unable to take certain defeat philosophically, jumped up from the bench. He strode up and down before his subs, letting off steam. Finally he stopped before his No. 14 man.

"Tell me," he demanded, "what have they got that we haven't?"

The boy looked up. "90 points, Coach," he said.

When it comes to double-talking in a fine, mellifluous baritone, that prince of T.V. fightcasters, Ted Husing, is a gem of the purest bray serene. Our man Ted loves to linger long and lovingly over those sonorous word endings, and to drop a polysyllable now and then to prove he owns a grade school diploma.

Fortunately, he has a marvelous habit of putting his foot into his

mouth, so that you can't take him too seriously. He opened the Robinson-La Motta telecast with this knockout: "Folks, things went awry. But we're catching up now. You've missed nothing."

A couple of weeks later, he jabbed us into a coma with these two quickies: "For defense, he's swarming all over his man." and "When the bell rings, the boys will come out of their corners." Sometimes it hardly pays to get up in the morning.

The field was a morass. The rain was coming down in thunderous sheets. But the coach insisted on scrimmage. For 90 minutes, the boys tore up and down the gridiron belaboring each other as best they could. Things went from worse to ridiculous. As uniforms disappeared under layer after layer of slime, the players began looking like mud zombies. Nobody knew who was anybody.

Finally, the coach called a halt. One by one the boys slopped off the field. As the last boy came by the coach, he hesitated. He looked down at the ruin of his uniform, inspected his mud-festooned body, made a futile effort at wiping the mud from his face, then looked at the coach. A moan escaped his lips. "Sir," he asked, "who am I?"

One of the nicest things that happened during the past basketball season was the snapping of an horrendous 60-game losing streak by Hubbard (O.) High School. After going win-less since 1947, Hubbard went to the cupboard and fetched itself a bone—a 43-38 decision over Youngstown North. (Relayed by Fred P. Zamary, of Memorial High, Campbell, O.)

The home team came up for the bottom half of the ninth, 14 runs to the bad. With the help of divine providence, they managed to put men on second and third with two out. Since the game was hopelessly lost, the coach magnanimously decided to give one of his scrubs a break. He put him

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in to run for the man on second.

The scrub, playing in his first game, took a long lead; then, to the coach's horror, started for third with the pitch. After the resultant confusion, he was tagged out. The coach jumped out of the dugout and rushed up to the culprit. "For crissakes," he spluttered, "who gave you the sign to steal?"

The boy looked startled. "Sign?" he said wonderingly. "You need signs to steal?"

Back in February, Coach Verne D. Harris, of Garber (Okla.) H.S., wondered out loud whether there was a passer in the country last fall who out-statisticked his 15-year-old sophomore quarterback, who completed 94 out of 124 passes (76% average) for 1296 yards and 7 tds.

Coach J. L. Martin, of Barnsdall (Okla.) H.S., offers a candidate in Charlie White, a 16-year-old junior. Charlie connected 62 times in 97 tries (64% average) for 1526 yards and 11 tds. He also carried the ball 108 times for 775 yards and 9 tds. Are you listening, Mr. Wilkinson?

Coach Martin also claims some sort of defensive record for his team. On October 6, his club held Haskell H.S. to a total loss of 126 yards.

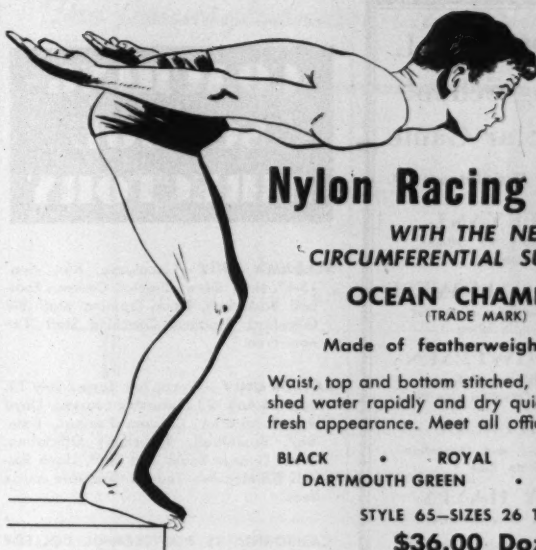
The pro hoop league (National Basketball Assn.) televises its games around the New York area, and these games have made a terrific impression on the huge youthful audience. For instance, in the middle of a game between the Tuckahoe and Katonah high school jayvees, of Westchester County, N. Y., one of the officials called a foul which bewildered the kids. One of the kids stormed over to the other official, "King Kong" Klein. "Is that a foul, sir?" he demanded. "Aren't we playing NBA rules?"

We've always had the impression that most of the handshaking in college basketball is strictly for the gallery. It invariably is done by the winning side—after the game, when an opposing star fouls out, etc. And somehow the gesture always looks a bit phoney. Perhaps because it's rarely initiated by a losing player. And thereupon hangs a tale.

St. John's was playing St. Bonaventure in the National Invitational Tournament. It was a terrific, slam-bang affair right down to the wire. With three seconds to go, Bob Zawoluk, the great St. John's center, drove in, stopped, and sent up a jump shot. That was the ball game. Everybody went wild. Zawoluk was pummeled, slapped, cheered to the echo.

In the midst of the turmoil, a Bonny player quietly shouldered his way through the mob, reached Bob, shook his hand, murmured a few congratulatory words, and departed. What made the incident all the nicer was that the Bonny player was Owen Gorman, the man against whom Zawoluk sank the winning goal.

(Concluded on page 61)



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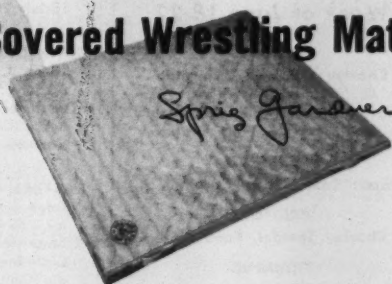
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CONNECTICUT UNIV.

—Storrs, Conn. Aug. 20-23. J. O. Christian, director. Courses: All Major Sports, Minor Sports. Staff: To be announced. Tuition: \$10 plus room and board. (Members of C.I.A.C. will have all expenses over \$10 defrayed.)

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—Woodridge, N. Y. June 26-29. Clair Bee, director, c/o Publicity Enterprises, 8020 Empire State Bldg., New York 1, N. Y. Staff: Clair Bee, Everett Case, Ken Loeffler, Eddie Gottlieb, Chick Davies. Tuition: \$40 (includes room and board). See adv. on page 56.

EASTERN PENNA. COACHES ASSN.

—East Stroudsburg, Pa. June 18-22. Marty Baldwin, director, Box 109, Stroudsburg, Pa. Courses: Football, Basketball, Wrestling, Training. Staff: Charley Caldwell, Peahead Walker, Rip Engle, Sever Toretti, Ev Case, Charley Speidel, Tom Floyd. Tuition: \$35, state coaches; \$38, others (includes room and board). See adv. on page 56.

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EDINBORO COACHING SCHOOL—Edinboro, Pa. Aug. 7-10. Jim Hyde, director, Academy H.S., Erie, Pa. Course: Football. Staff: Sid Gillman, Joe Bach, Dick Coleman, Len Casanova, Jack Roche, Bob Timmons. Tuition: \$16, members Northwestern Pa. Coaches Assn.; \$21, others.

GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 13-18. Dwight Keith, director, 115 Walton St. N.W., Atlanta. Courses: Football, Basketball, Track, Training. Staff: Frank Howard, Bob Woodruff, Cliff Wells, others. Tuition: Free, members G.A.C.A.; \$10, basketball; \$10, football; \$15, both (non-members).

IDAHO COACHES ASSN.—Boise, Ida. July 29-Aug. 3. Jerry Dellinger, director, Jerome (Ida.) H.S. Courses: Football, Basketball, Track, Training. Staff: Hank Iba, N.Y. Yankee Staff, Stan Heiserman, others. Tuition: \$15.

INDIANA ATHLETIC ASSN.—West Lafayette, Ind. Aug. 6-9. L. V. Phillips, director, 812 Circle Tower, Indianapolis. Courses: Football, Basketball, Track. Staff: Charley Caldwell, others. Tuition: \$1, state coaches; \$10, others.

INDIANA BASKETBALL—Logansport, Ind. July 23-25. Cliff Wells, director, Box 83, Tulane Univ., New Orleans, La. Course: Basketball. Staff: To be announced. Tuition, \$12.

KANSAS COACHING SCHOOL—Topeka, Kan. Aug. 20-24. E. A. Thomas, director, 306 New England Bldg., Topeka. Courses: Football, Basketball, Six-Man Football, Training. Staff: To be announced. Tuition: \$10.

KANSAS UNIV.—Lawrence, Kan. June 7-Aug. 4. Henry A. Shenk, director. Courses: Advanced Football, Advanced Basketball, Training, Physical Education. Staff: J. V. Sikes, Phog Allen, Henry A. Shenk, Reginald R. Strait. Tuition: Regular summer session fees.

LOUISIANA COACHES ASSN.—Baton Rouge, La. June 6-8. Woodrow W. Turner, director, 333 Wall St., Columbia, La. Courses: Football, Basketball. Staff: Frank Howard, Don Faurot, Tom Haggerty, Gaynell Tinsley and Staff. Tuition: \$3.

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—Normal, Ill. June 12-13. Howard J. Hancock, Illinois St. Normal Univ., Normal, Ill. Courses: Football, Basketball, Baseball, Track. **Staff:** Paul Bryant, Pete Newell, others. **Tuition:** Free.

NORTH CAROLINA UNIV.

—Chapel Hill, N. C. July 30-Aug. 3. Tom Scott, director. Courses: Football, Basketball, Baseball, Track, Training. **Staff:** Carl Snively, Tom Scott, Bob Fetzler, Fitz Lutz, Bunn Hearn. **Tuition:** Free.

NORTHERN MICHIGAN COLLEGE

—Marquette, Mich. Aug. 6-8. C. V. "Red" Money, director. Courses: Football, Basketball, Training, Officiating, Organization. **Staff:** To be announced.

OHIO FOOTBALL

—Middletown, O. Aug. 7-11. Glenn Ellison, Middletown (O.) H.S. Courses: T and Single Wing Football. **Staff:** Paul Bryant, Charley Caldwell, Burt Ingwersen, Sid Gilmán, Woody Hayes. **Tuition:** \$15. **See adv. on page 56.**

OKLAHOMA COACHES ASSN.

—Oklahoma City, Okla. Aug. 13-17. Clarence Breithaupt, director, 3420 N.W. 19, Oklahoma City. Courses: Football, Basketball. **Staff:** Bear Wolf, Murray Warmath, others. **Tuition:** \$5.

OREGON UNIV.

—Eugene, Ore. July 9-20. Dean P. B. Jacobson, director, School of Education, Dept. R, U. of Oregon, Eugene. Courses: Football, Basketball, Baseball, Track. **Staff:** Ray Eliot, Jim Aiken, Tippy Dye, John Warren, Don Kirsch, Bill Bowerman. **See adv. on page 57.**

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SOUTH DAKOTA ATHLETIC ASSN.—Huron, S. D. Aug. 14-17. R. M. Walseth, director, Box 203, Pierre, S. D. Courses: Football, Basketball, Six-Man Football, Training. Staff: To be announced. Tuition: Free.

SPRINGFIELD COLLEGE—Springfield, Mass. July 9-Aug. 11. Dr. Raymond G. Drewry, director, 263 Alden St., Springfield. Courses: Beginning and Advanced Football, Basketball, Track (30 periods each). Staff: Leonard Watters, Everett Dean, Carl Olson. Tuition: \$13.50 per semester hour (each course is two semester hours).

TEXAS COACHES ASSN.—San Antonio, Tex. July 30-Aug. 4. L. W. McConachie, director, 2901 Copper St., El Paso, Tex. Courses: Football, Basketball, Track, Baseball, Training. Staff: Paul Bryant, Frank Howard, Cliff Wells, Forddy Anderson, Frank Anderson, Alex Hooks, Eddie Wojeki, others. Tuition: \$12, members; \$15, non-members; \$15, college coaches. See adv. on page 56.

UTAH COACHES ASSN.—Salt Lake City, Utah. Aug. 13-18. Lee Liston, director, Davis H.S., Kaysville, Utah. Courses: Football, Basketball. Staff: To be announced. Tuition: \$10, resident; \$15, non-resident.

VIRGINIA H. S. LEAGUE—Charlottesville, Va. Aug. 16-18 (tentative). Howard R. Richardson, director, Box 1487, University Station, Charlottesville. Courses, Staff, Tuition: To be announced.

VIRGINIA ST. COLLEGE—Petersburg, Va. July 16-21. Sal Hall, director. Courses: Football, Basketball. Staff: To be announced. Tuition: \$12 plus \$3 per day for room and board, if desired.

WASHINGTON COACHES ASSN.—Seattle, Wash. Aug. 6-11. A. J. Lindquist, director, 3215 E. Mercer, Seattle 2. Courses: Football, Basketball, Baseball. Staff: Carl Snaveley, Forddy Anderson, Joe Devine. Tuition: Free, members; \$10, others.

WEST CENTRAL PENNA. COACHES ASSN.—Johnstown, Pa. Aug. 8-10. E. Clark Shaffer, director, Johnstown (Pa.) H.S. Courses: Football (T, Wing T, Single Wing), Training. Staff: Rip Engle, Chuck Medlar, Jud Timm, John R. Stiegman. Tuition: \$15. See adv. on page 58.

WISCONSIN COACHES ASSN.—Madison, Wis. Aug. 13-17. Harold A. Metzger, director, 1809 Madison St., Madison. Courses: Football, Basketball, Baseball, Track, Wrestling, Boxing. Staff: Don Faurat, Ivy Williamson and Staff, Bud Foster, others. Tuition: \$5, members; \$10, others.




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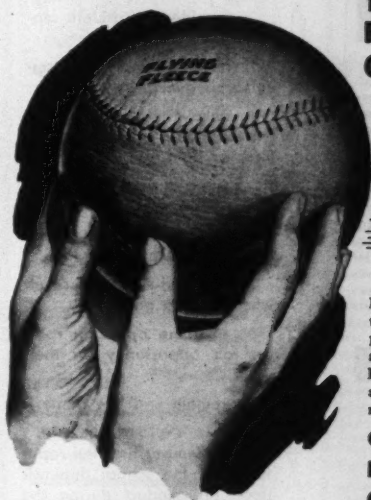
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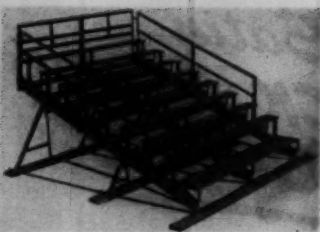


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To us, as high school students, this is a grave problem and we want other schools to follow our lead. It is our belief that banning games, forbidding parades, or placing restraints upon other student activities do not represent sound remedies.

About six years ago, a riot occurred at a game between the Racine Park and Kenosha high schools. Many restraints and punishments were suggested by the school authorities and parents, but the soundest recommendation offered was the creation of a council for the Racine Park, Racine Horlick, and Kenosha high schools.

CODE OF SPORTSMANSHIP

A good sportsman will—

- 1 . . . consider his athletic opponents as his guests.
- 2 . . . never attempt to antagonize his guests.
- 3 . . . always cheer the opposing team as it appears on the floor or field.
- 4 . . . stand during the playing of the opponents' school song.
- 5 . . . always respect the decisions of the officials.
- 6 . . . applaud an opponent who makes a good play.
- 7 . . . give the opposing rooters fair opportunity for their yells.
- 8 . . . remain until the game is over.
- 9 . . . remember that the reputation of the school depends upon his conduct during the game and after it.
- 10 . . . endeavor to make his school known for its good sportsmanship

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This Trischool Council was composed of six students and one advisor from each school. Meetings were held three times a semester, one at each school. The problems between schools were discussed at these sessions and ways of bettering the friendship among them were developed.

Whenever two of the schools were to meet in an athletic event, the pupils of each school presented an assembly at the school of the opponent. The results were remarkable. Although there remained a natural spirit of keen competition, the relationships between the schools were cemented in close friendship.

It is now our aim to encourage other high schools to establish similar policies. The responsibilities placed upon the shoulders of high school students have awakened us to our obligations to society.

Aren't we expected to be the leaders of our communities, states, and nation in the future? And if we must work together to have a successful government, isn't it necessary for us to learn to cooperate, to keep the peace, and to be successful citizens now just as we are approaching maturity?

We feel that our Trischool Council and its Code of Sportsmanship (see above) are giant strides in the right direction.

Coaches' Corner

(Continued from page 55)

Because he believes that a ball player can't concentrate on the game without a contented home life, Branch Rickey encourages all his young bachelors to get married. Recently, he offered his shortstop, Stan Rojek, a \$1,000 bonus if he would take himself a wife. Stan said he would consider it. The next day he approached Rickey. "Well," said the Branch, "did you pop the question?"

Rojek grinned. "Sure," he said, "I relayed your proposition to the one and only, and she told me to hold out for \$2,000!"

Rickey once asked a rookie pitcher where he had played the season before. "In the Evangeline League, sir," replied the kid. "How did you go?" asked Rickey. "By bus, most of the time," answered the boy innocently.

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Switch Events

(Continued from page 26)

ule demands and then point for it.

Sometimes you need to look ahead a year or two. It's interesting and challenging to try to make your young candidates move to events that will pay off in a year or two.

Another choice that a coach must occasionally make lies in the hurdles. His meets call for both highs and lows, and it may be that the state rules restrict a boy to only one running event plus the relay. The question arises: which boy will I make into the high hurdler and which into the low?

If I were making the choice, I'd always make my best hurdler into the high hurdler. Form counts for more in the highs than in the lows. Even an 11-second sprinter can be converted into a pretty fair high school high hurdler. He may not get very far in college hurdles, but he can do a mighty creditable job with good hurdle form in high school.

On the other hand, most coaches think of the low hurdles as a sprint over 10 slight obstacles. Fine hurdle form is secondary to speed between the barriers.

You will do well to remember that a nice 54-second quarter miler can be made into an interesting 220-yard low hurdle prospect. He may have you wondering why you ever thought of him as a quarter miler.

Many coaches have used the jump-reach test to screen out good prospects for the high jump. Their one thought is to move them up . . . up in the air.

Some of my experimenting lately has led me to think of keeping some of them on the ground. I have noticed that some boys who show up surprisingly well in the jump-reach test fail to get anywhere in the high jump. Frequently they are squat, blocky fellows with no height but with plenty of bounce.

It seems to me that the jump-reach test can furnish some pretty good prospects for the shot put. It has given me two 44-foot putters among green seniors in the past two years and lined up a ninth-grade putter who is throwing the 12-pound shot a little better than 40 feet.

I'll admit that they won't interest you fellows with the 50-foot throwers, but they aren't too bad for dual meets and my freshman may yet go over the charmed 50-foot mark. At any rate, the jump-reach test may be the key to a move away from the high jump pit into the shot put circle.

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DEVICE (40)**
☐ Catalogs on
☐ Playground Equipment
☐ Swimming Pool
Equipment
☐ Uniform Hangers
☐ Gym Baskets

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☐ Folder on Locker Baskets
and Uniform Hanger

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Medals, Plaques, Ball
Charms, Buttons

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Athletic Injuries

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Handbook

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☐ Information on Electric
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Uniforms

COACHING SCHOOLS
Further information on
☐ Eastern Basketball (56)
☐ Eastern Penna. (56)
☐ La. Small Coaches (57)
☐ Ohio Football (56)
☐ Oregon Univ. (57)
☐ Penn State (57)
☐ Texas H. S. (56)
☐ W. Central Penna. (58)

COURTLEY, LTD. (43)
☐ Information on Antiseptic
Body Powder

CROUSE-HINDS (15)
☐ Booklet on Standard
Layouts for Sports-
lighting

DAYTON RACQUET (40)
☐ Rules and Court Lay-
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Badminton

DUCOMMUN CO., M. (36)
☐ Catalog of Complete
Line of Stopwatches

DUNLOP RUBBER (60)
☐ Booklet, "How to
Improve Your Tennis
Game," by Vinnie
Richards
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EVERLAST (46)
☐ Information on New
Mouthpiece for Football
and Other Sports

GENERAL SPORTCRAFT (2)
☐ Rules Booklets for Bad-
minton, Deck Tennis,
Shuffleboard, Table
Tennis, Bat Tennis

H. & R. MFG. (60)
☐ Booklet on Dry Line
Markers

HILLERICH & BRADSBY (25)
☐ Famous Slugger
Yearbook
☐ Official Softball Rules

HODGMAN RUBBER (50)
☐ Catalog on Reducing
Shirts and Warm-Up
Jackets

HORN BROS. (37)
☐ Catalogs on Folding
Partitions and Bleachers
☐ Details on Folding Stages

HOUSE OF HARTER (59)
☐ Information on Silk Satin
Track Award Ribbons

HUNTINGTON LABS. (27)
☐ 1950-51 Basketball
Coaches Digest

HUSSEY MFG. (60)
☐ Catalog on Steel
Portable Bleachers
☐ Water Sports Equipment
Catalog

K. & P. (63)
☐ Information on Dow-
Metal Crossbars

KAHN, ARTHUR (58)
☐ Addresses of Nearest
Uniform Makers

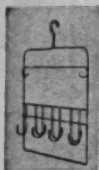
KING SPORTSWEAR (30)
☐ Sample of New Nylon
Service Cloth Used in
Football Pants

LEAVITT BLEACHER (61)
☐ Catalog of Bleachers
and Grandstands

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

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ADVERTISERS INDEX

AMERICAN PLAYGROUND DEVICE COMPANY	40
AMERICAN WIRE FORM COMPANY	34
AWARD INCENTIVES, INC.	36
BECTION, DICKINSON & COMPANY	54, 63
BERLIN CHAPMAN CO.	62
BIKE WEB COMPANY, THE	Insert 16-17
BROOKS SHOE MANUFACTURING COMPANY	39
BUTWIN SPORTSWEAR COMPANY	46
CEDAR KRAFT COMPANY	61
CHAMPION KNITWEAR COMPANY	16
COURTLEY, LTD.	43
CROUSE-HINDS COMPANY	15
DAYTON RACQUET COMPANY	40
DOLGE, C. B., COMPANY	58
DUCOMMUN, M., COMPANY	36
DUNLOP TIRE & RUBBER CORPORATION	60
EASTERN BASKETBALL CLINIC	56
EASTERN PENNSYLVANIA COACHES ASSN.	56
EVERLAST SPORTING GOODS	46
GENERAL FOODS CORPORATION	47-48
GENERAL SPORTCRAFT COMPANY	2
H. & R. MANUFACTURING COMPANY	60
HILLERICH & BRADSBY COMPANY	25
HODGMAN RUBBER COMPANY	50
HORN BROTHERS COMPANY	37
HOUSE OF HARTER, THE	59
HUNTINGTON LABORATORIES, INC.	27
HUSSEY MANUFACTURING COMPANY	60
IVORY SYSTEM	4th Cover
K. & P. ATHLETIC COMPANY	63
KAHN, ARTHUR, COMPANY	58
KING SPORTSWEAR	30
LEAVITT BLEACHER COMPANY	61
LINEN THREAD COMPANY	23
LOUISIANA SMALL SCHOOL COACHES ASSN.	57
MacGREGOR-GOLDSMITH, INC.	21
McARTHUR, GEORGE, & SONS	62
McLAUGHLIN-MILLARD, INC.	2nd Cover
MARBA, INC.	20
MASTER LOCK COMPANY	52
MEDART, FRED, PRODUCTS, INC.	33
MISHAWAKA RUBBER & WOOLEN MANUFACTURING COMPANY	3rd Cover
NATIONAL SPORTS EQUIPMENT COMPANY	42
NISSAN TRAMPOLINE, THE	51
NOCONA LEATHER GOODS COMPANY	31
O'SHEA KNITTING MILLS	24
OCEAN POOL SUPPLY COMPANY	55
OHIO HIGH SCHOOL COACHING SCHOOL	56
OREGON STATE SYSTEM EDUCATION	57
OREGON WORSTED COMPANY	59
PENNA. HARDWARE COMPANY	60
PENNSYLVANIA RUBBER COMPANY	35
PENNSYLVANIA STATE COLLEGE	57
POWERS MANUFACTURING COMPANY	52
PREMIER ATHLETIC PRODUCTS CORP.	55
PRENTICE HALL, INC.	42
RALEIGH ATHLETIC EQUIPMENT CORP.	4
RAWLINGS MANUFACTURING COMPANY	3
REMINGTON ARMS COMPANY	53
RIDDELL, JOHN T., INC.	19
SCOREMASTER SCOREBOOKS	61
SEAMLESS RUBBER COMPANY, THE	29
SKINNER, WILLIAM, & SONS	45
SMITH, RICHARD, CORP.	64
SPALDING, A. G., & BROS.	1
STATE SPORTING GOODS COMPANY	60
TEXAS HIGH SCHOOL COACHES ASSN.	56
UNIVERSAL BLEACHER COMPANY	49
VOIT, W. J., RUBBER CORPORATION	41
WEST CENTRAL PENNA. COACHES ASSN.	58
WILSON SPORTING GOODS COMPANY	6

MASTER COUPON

(See page 63 for other listings)
(Numbers in parentheses denote page on which advertisement may be found)

LINEN THREAD (23)

- ☐ Full information on Gold Medal Nets

MARBA, INC. (20)

- ☐ Information on Athletic Equipment Reconditioning

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☐ Catalog on Telescopic Gym Seats, Steel Lockers
☐ Catalog on Basketball Backstops, Scoreboards

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- ☐ Information on School Towel Plan

McLAUGHLIN-MILLARD

- (Inside Front Cover)
☐ Full Color Catalog of Adirondack Bats

MISHAWAKA RUBBER

- (Inside Back Cover)
☐ Basketball Scouting Notebook

NATIONAL SPORTS (42)

- ☐ Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers

NISSAN TRAMPOLINE (51)

- ☐ Booklet, "Tips on Trampolining"

NOCONA LEATHER (31)

- ☐ Catalog of Baseball Gloves and Complete Line of Leather Goods

O'SHEA KNITTING (24)

- ☐ Specimen Swatch of New Nylon Service Cloth in Football Pants

OCEAN POOL SUPPLY (55)

- ☐ Catalog on Nylon Racing Trunks, Lastex Diving Trunks, Accessories

OREGON WORSTED (59)

- ☐ Information on Flying Fleece Recreation Balls and Light Medicine Ball

PENNA. HARDWARE (60)

- ☐ Information on Aluminum Spill-Proof Hurdle

PENNSYLVANIA RUBBER (35)

- ☐ Catalog of Super-Felt Tennis Balls

POSTUM (47-48)

- ☐ 20 Introductory Samples of Postum for Athletes

POWERS MFG. (52)

- ☐ Catalogs on Athletic Uniforms

PREMIER ATHLETIC PRODUCTS (55)

- ☐ Catalog and Sample Swatch of Plastic Wrestling Mat Covering

RALEIGH ATHLETIC EQUIPMENT (4)

- ☐ Booklet on How to Make Equipment Last Longer

RAWLINGS MFG. (3)

- ☐ Catalog

REMINGTON ARMS (53)

- ☐ Instructor's Manual on Operation of Rifle Club

RIDDELL, JOHN T. (19)

- ☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

SCOREMASTER SCOREBOOKS (61)

- ☐ Information on Baseball Score Book

SEAMLESS RUBBER (29)

- ☐ Information on Pro-Cap Athletic Tape
☐ Catalog of Basketballs, Footballs, Soccers

SKINNER & SONS (45)

- ☐ Information on Skinner Fabrics

SMITH, RICHARD (64)

- ☐ Catalog of T Shirts, Gym Uniforms

SPALDING & BROS. (1)

- ☐ Catalog
☐ Sports Show Book

STATE SPTG. GOODS (60)

- ☐ Catalog of Trophies

UNIVERSAL BLEACHER (49)

- ☐ Catalog of Wood or Steel Bleachers

VOIT RUBBER (41)

- ☐ Catalog of Footballs, Softballs, Baseballs, Bases, Plates, and Batting Tees

WILSON (6)

- ☐ Catalog

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SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

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